

PUBLIC ATTITUDES TOWARD EDUCATION  
IN HAPPY VALLEY-GOOSE BAY

CENTRE FOR NEWFOUNDLAND STUDIES

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BLAINE GRANDY HARDIMAN, B.Sc., B.Ed









PUBLIC ATTITUDES TOWARD EDUCATION  
IN HAPPY VALLEY-GOOSE BAY

BY



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requirements for the degree of  
Master of Education

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### Abstract

The purpose of this study was to determine the general public's attitudes toward the current education system in Happy Valley-Goose Bay and the issues that this system may have to deal with in the future.

This study addressed the following issues: (a) level of importance of a good education; (b) level of importance of certain goals of education; (c) satisfaction with aspects of administration, teaching, and student life; (d) satisfaction with selected courses, programs, services, and facilities; (e) grading of the schools; (f) areas to which schools need pay more attention; (g) financing education; (h) denominational education and inter-denominational sharing of services; and (i) the willingness of the public to become participants in educational support groups or decision making bodies.

The questionnaire designed for the study was hand-delivered to 388 sample members; 360 completed returns were picked up for a return rate of 92.8%. The results for the 73 items on the questionnaire were presented for the whole sample, and as well they were broken down by eight independent variables: (a) age; (b) religious affiliation; (c) children in school; (d) school system; (e) level of education; (f) length of

residency in the community; (g) posted by their employer into the community; and (g) native ancestry. Analysis of variance was used to determine if there were any significant differences within the independent variables, and the Scheffé test was used to identify where statistically significant differences existed. The mean responses of those with and those without children in school differed more often than any other groups within the independent variables.

This study found that the people of Happy Valley-Goose Bay were generally satisfied with the current education system in place and gave the local schools fairly high marks. "Teaching of the basics" was considered to be very important along with providing more educational programs in the following areas: (a) alcohol and drug education, (b) sex education, (c) computer education, (d) life skills, and (e) career counseling. They felt that more money was needed to provide a high quality education for all students and that changes had to be made to the current denominational system of education. Of the respondents who wanted changes made to the current system, the largest percentage would like to see one school board serving the needs of all children in Happy Valley-Goose Bay.

### Acknowledgements

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This study has been made successful through the co-operation of many people in Happy Valley-Goose Bay. A special thank you goes to Mr. Gerry Butler and Mr. Jack Waye for their continuous support and the letter they co-signed to the sample members. Without the cooperation of the people who critiqued the drafts of the questionnaire, the respondents who took the time to complete the questionnaires, and the research assistants for the tremendous job that they did in delivering and picking up the questionnaires, this study would not have been so successful.

Finally, the most important thanks is reserved for my wife, Ruby, my daughters, Katharine and Tracy, and

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## Chapter 1

### The Problem

#### Introduction

The education system belongs to the taxpayers and, as a result, they have a right to express their level of satisfaction with the system and how the system should be addressing their needs. A former Ontario Minister of Education was quoted as saying:

The education system belongs to the taxpayer. No one else owns it. The government, the school board, or the teachers don't own it. The taxpayers own it. The taxpayers own it and they have not just the right but the responsibility to make comments on how it should be changed. (Stephenson, 1982)

Thus, it is essential that the general public, especially parents, be provided with opportunities to express their concerns about the education system. One way this can be accomplished is through a public opinion survey. Warren (1978) claimed how people perceive education was important to those who have to respond to the current pressures. He said:

While parents are by no means experts on education, either in respect of the curriculum or teaching methods, they have a right, as consumers, to help delineate the kind of education which best serves the needs of their children. In some instances, their views may be regarded as naive; in others, their views may be more future-oriented than those who have made education their profession. Policy makers at all levels of education should be aware of such views as they assess alternatives and assign priorities. (p. 1 & 2)

Educational authorities at all levels should be aware of public attitudes toward education, including public suggestions for the future. This study will provide the authorities in Happy Valley-Goose Bay with the educational attitudes of its local people.

#### Purpose of the Study

The major purpose of this study was to determine public attitudes toward elementary and secondary education in Happy Valley-Goose Bay. The study included a measure of the general public's satisfaction with the current system, along with perceptions concerning future issues that the system may have to address.

#### Research Questions

The research questions for this study are as follows:

(1) Does the general public in Happy Valley-Goose Bay perceive a good education as being important to one's success in the future?

(2) What level of importance does the general public in Happy Valley-Goose Bay assign to the goals of education as stated in this study?

(3) What is the general public's assessment of:  
(a) schools in general?

(b) certain aspects of administration, teaching and student life in the schools in Happy Valley-Goose Bay?

(c) the quality of: instruction in selected courses, programs, services and facilities in the schools in Happy Valley-Goose Bay?

(4) What improvements would the general public like to see in the elementary and secondary school systems in Happy Valley-Goose Bay?

(5) Are there differences in the general public's views by (a) age, (b) religious affiliation, (c) children in school, (d) school system, (e) level of education, (f) length of residency, (g) being posted by employer, or (h) having Labrador Native Ancestry?

#### Rationale for the Study

In a national study for the Canadian Education Association, Flower (1984) addressed the rationale for public opinion polls. He stated that polls can "... constitute a legitimate measure of public opinion, providing one reads the results with appropriate caution" (p. 1). In an earlier poll concerning public involvement in educational decisions, the Canadian Education Association (1979) acknowledged that:

Public opinion is the coin of the political market place. It ranges from sentimental hearsay to astute criticism, depending on the speaker. Often it can be erroneous and misinformed. Yet, it

contains an element of self-fulfilling prophecy because it is based on the same emotions that decide the outcome of an election. Public opinion may be a weak tyrant, as Henry Thoreau put it, but it cannot be ignored. (p.7)

Others have supported the value of local community and school district polls. In a publication by the United States National School Public Relations Association (NSPRA), it was argued that there should be a continuing program of sampling public opinion for each school throughout the school district. This would serve as an aid to the school board in communication and policy-making, reflecting the thinking and level of understanding of all groups of people that have an interest in that particular school or school district. This programme would also determine what the public thinks it knows about schools, what it actually knows, and what it wants to know (1972, p. 15). The NSPRA went on to say that public opinion polls give the public a greater voice in solving a school district's problems.

The Superintendent of the Labrador East Integrated School Board was quite receptive to the idea of this study. He felt that it would be quite beneficial to his Board. The Assistant Superintendent of the Labrador Roman Catholic School Board, who has responsibility for the Roman Catholic schools in Happy

Valley-Goose Bay, was equally receptive. He stated that they did not really know the level of satisfaction amongst the general public concerning the job schools were doing. For the most part, he believed that the only feedback received was from a small vocal minority.

The need for this study was established, and it may become even more important considering the possibility that Happy Valley-Goose Bay may expand as a result of increased military activity and industrial expansion. With the prospect of a significant increase in student numbers in the near future and the need for expanded programs and services, local school boards need to know if the general public is satisfied with current programs and services before they confront any significant expansion.

Not only should local school boards benefit from this study, but principals, teachers and the general public should as well. Principals and teachers should know how the general public views their work, and how they may satisfy the general public's needs and demands in the future. By public access to this thesis, individual members of the public will be made aware of what other residents believe about education. The general public may also be pleased that their views concerning education have been systematically assessed.



### Conceptual Framework

Traditionally, schools have been viewed as being apolitical, which means that they are considered to have no interest or part in political affairs. But in reality, is this the case today? Decisions about schools and education in general are, or should be, outside of the realm of what the layman considers politics - capital "P" politics, political party politics. However, according to the political scientist, schools are not apolitical, for they partake in political acts, a political act being "... the struggle of a group to secure the authoritative support of government for its own values" (Wirt & Kirst, 1982, p. 1). Thus, schools are engaging in political acts within society. A simplified model of a political system is presented to show how schools are part of it and how the general public is or can be a participant within the same.

#### Easton's conceptual framework

... contains the familiar perspective of a society composed of major institutions or 'subsystems' - the economy, the school, the church, and so on. Individuals interact with one another and with these institutions in patterned ways of belief and activity that constitute a distinctive culture. One of these institutions is the political system. It is different from the others because it alone is the source of 'authoritative allocation of values, [i.e.,] those interactions through which values are authoritatively allocated for society' (Wirt & Kirst, 1982, p. 28).

Understanding the interaction between the political system and other subsystems is a key element in Easton's conceptual framework. "This interrelationship is one in which stress in other subsystems of the social environment generates inputs of demands on and supports of the political system. The political system then reduces or converts these inputs into public decisions or outputs, which in turn feed back allocated values into society whence the process began" (Wirt & Kirst, 1982, p. 28). Figure 1 diagrams Easton's conceptual framework.

A Simplified Model of a Political System

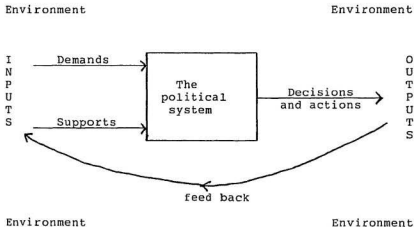


Figure 1

Applying this model to the education system, the interactions are in two forms. First, the demands are such things as minority groups wanting French Immersion programs or emphasis placed on local issues while the population, as a whole, may want much greater emphasis placed on teaching the basics. The second, supports, can be in the form of tangible items such as taxes or time volunteered to assist in school activities or intangible items such as a favourable attitude toward the education system. These inputs are directed toward the school authorities and impact politically on which demands will be favoured. This often results in an output in the form of a school board policy, a superintendent's directive or a memo from a principal. "Whatever form an output takes, all are alike in containing a statement of 'who gets what, when and how,' the classic definition of politics by Harold Lasswell" (Wirt & Lirst, 1982, p. 30).

As the arrow from the outputs to the inputs implies, an output arises from some initial input. Wirt and Kirst (1982, p. 34), state that dealing with stress causes a response in the system, the new response creates a new stress, and the new stress is communicated to the political authorities, and a new round begins.

The environment for the political system is in two parts as well; first is that within a nation - such as the economy, culture, social structure and personalities - which represent potential sources of inputs for the political system. The second part is the environment outside the nation, the international world, a "supra system of which any single society is a part." This includes the international, political, economic and cultural systems of the world. (Wirt & Kirst, 1982, p. 30-31)

Having demonstrated that the education system is a political system, how does the general public become participants in the system? According to West(1985),

People are inherently political. When their individual voices cannot be heard, they gather into groups and form associations. To gain strength, they create coalitions. This is true of educational groups as it is of ecological, nuclear disarmament, or equal rights amendment groups. Issues bring people together; and once they are together, the camaraderie they enjoy keeps them that way. Thus, new issues are sought. When issues are unresolved at the local level, they may advance to state and national levels, where lobbyists gather to elicit support for or against an issue... (p. 161).

West stated several principles and practices of public relations that enable educational administrators to - seek responsive and representative community participation; be aware of and responsive to growing

community issues; and, assess and attend to community needs. The only principle to be presented here is his (1982, p. 163) first, "Because the public schools belong to the public, it is important for boards and administrators to know what attitudes and expectations the public holds for its schools." And West says to uphold this principle, the boards can determine "... public attitudes and expectations through the school survey" (West, 1985, p. 163).

Buffett (1987) said that, "measuring attitudes and opinions of taxpayers, parents, teachers and pupils regarding education and the local school system is an avenue through which good community cooperation is accomplished" (p. 32). He suggests six ways of measuring public opinion, one being a written questionnaire. Simon (1976) discusses the advantages of the written questionnaire as

... the means whereby the practitioner is able to use the scientific method to ascertain public attitudes and opinions. ... this form of research is the most prevalent type of research utilized by public relations practitioners. Surveys of attitudes and opinions may be initiated at the onset of a program, while a program is in process, or after a program has been carried out. ... Ascertaining public attitudes and opinions enables the practitioner to pinpoint with some degree of accuracy the relative standing of his organization vis-a-vis its important publics and sub-publics. ... Research also serves the valuable purpose of providing data useful in subsequent programming. (p. 157)

In this study, a public attitudes survey was administered to a random sample of people from Happy Valley-Goose Bay. This was an aspect of both public relations and political action. The survey will serve as a valuable input for the education system in Happy Valley-Goose Bay, and perhaps for the political system associated with the education system of the community.

The environment of this political system has both national and international factors. The national characteristics include such things as native rights, military activities, bilingualism, local economy, church involvement in education, etc.. The international characteristics would include military budgets in foreign countries (e.g., West Germany, Great Britian, United States), NATO activities, world electricity prices, etc..

The inputs arising from the environment in other communities in this province and country are evident in Happy Valley-Goose Bay, but due to the nature of the community, many additional inputs are unique. In this research, with a random sample of people, hopefully all groups having input into the education system had some participants. The survey was constructed to elicit the satisfaction with the operations and financing of the present system (support inputs), along with areas to be

addressed in the future (demand inputs). Thus the politics of what is to be done with these inputs lies solely with the authoritative decision-makers, the school boards. As in all political systems, the decisions made on the outputs, will create new inputs for the political system to address.

#### Background to the Study

To understand public attitudes in a community one must understand the nature of the community and how it evolved. The Town of Happy Valley-Goose Bay is unique in many respects, mainly because of its history and location. That uniqueness will be examined, as well as the development of the town's education system.

Recently, considerable military expansion has occurred in Happy Valley-Goose Bay and discussions are ongoing concerning the establishment of a NATO base in the area. In addressing the NATO Site Survey team, then-Premier Peckford said that the area boasts a comprehensive school system that will be expanded as required to accommodate the specific needs of the children of NATO personnel. (Peckford, 1988) This study will test the assumption made by the then-Premier that the school system is in fact comprehensive.

Brief History of Happy Valley-Goose Bay

The Town of Happy Valley-Goose Bay is the result of the 1974 amalgamation of the individual towns of Goose Bay and Happy Valley. It is situated at the western end of Hamilton Inlet in Labrador, Canada, at 53 degrees 19 minutes N. latitude and 60 degrees 26 minutes W. longitude. (Happy Valley-Goose Bay Development Corp., 1976, p.4)

The development of the amalgamated town started in the summer of 1941. With the war effort mounting in Europe, there was a need for a ferry route in the North Atlantic. Since the air base in Gander, Newfoundland was often congested and fogged in, a search was made for a suitable site in Labrador (Zimmerly, 1975, p. 229-230).

Independently, two surveyors, Eric Fry Of Canada and Capt. Roosevelt (son of President Roosevelt) chose a 12 square mile sandy plateau at the head of Hamilton Inlet that had access to the sea and was fog free. The plateau, called Uncle Bob's Berry Patch, was a natural formation of 700 foot deep uniform sand, left by the last ice age, and had no barriers to flight from any direction. Within three weeks of receiving Fry's report, engineers were on location; less than two months later the contract was let, and three weeks after that the first ship docked with supplies for construction of the new air base. The 'Canadian side' of the base and three 7,000 foot airstrips were built



within a few months, followed by the 'American side' and more facilities (Saunders, 1982, p. 29).

Work was plentiful when construction began and according to Pickett (1947), "...native workers from all over the Labrador coast were recruited. They presented quite a problem however, for when they arrived they also brought along their wives and children" (p. 17).

Settlers who came to work from outside the North West River area erected temporary shacks at Otter Creek in Terrington Basin. However, according to Alice Perrault (1967), wife of one of the first three settlers, they could not stay there since they were too close to the fuel tank storage (p. 21). Hence they had to find a new place for their settlement, making sure that they were at least five miles away from the land designated as military reserve (Zimmerly, 1975, p. 232-233).

The new site was originally given the name Refugee Bay according to John Broomfield, one of the first residents of Happy Valley. It was so named in honor of themselves as evicted natives from their own soil. However, with a passing of time and companionship with the Air Force personnel, the town became known as Happy Valley, the name that they gave to their settlement of Otter Creek before they were evicted (Young, 1964).

The early years of the base housed only servicemen, but in 1947 families began to arrive... The 'Cold War' caused the development of an early warning system to be built along the Labrador coast in 1951. In the same year, and in 1958, major construction took place on the air base, replacing the old, rather temporary buildings of earlier years and adding many new facilities. (Saunders, 1982, p. 30)

In the early days of Happy Valley, most of its residents were Labrador settlers. However, as Zimmerly (1975) points out, between 1951 and 1956, the population rose from 257 to 1145, due mainly to in-migration of island Newfoundlanders. If one were to compare the differences between the residents of Happy Valley and those living in other areas of Goose Bay in the fifties, sixties and early seventies, the residents of Happy Valley were considered to be permanent while those on the American side and the Canadian side were transients who generally stayed no more than two years. After Happy Valley's incorporation in 1961, its sense of permanency was increased and a number of services that were headquartered on the bases now moved into the town (p. 241- 243).

In 1969, the local area received an expansion to its economic base when Javelin Forest Products Co. began operation in the Goose Bay area employing a fairly large number of people. In 1973, the Labrador Linerboard Ltd. briefly took over the operation.

However, in 1976, central Labrador suffered a major economic setback due to the withdrawal of the United States Air Force and the simultaneous closing of Labrador Linerboard Ltd. This left many people in the local area unemployed and, consequently, many people left the area seeking employment elsewhere.

At the beginning of this decade, the Canadian Forces maintained a Station at Goose Bay and the Royal Air Force used the facilities for low level flying. Although the United States Air Force pulled out in 1976, it retained a small detachment at Goose Bay year-round. Its role has changed in the local area, but Goose Bay is still very important to its REFORGER - the Reinforcement of Forces in Germany. "In recent years aircraft activity has increased and now includes low level training and air drop activity" (Robertson, 1983, p.5).

The German Air Force in 1980 became the fourth NATO country to be represented at Goose Bay with the commencement of GAFTIC, German Air Force Training in Canada. The purpose of GAFTIC "...is to practice the lowest level flying; that is, down to 100 feet above the ground" (Robertson, 1983, p. 3).

Military expansion in Goose Bay hasn't stopped there; in 1985, the Royal Netherlands Air Force

commenced low level flying along with the RAF and GAF. On April 1, 1988, the status of Canadian Forces Station Goose Bay was upgraded to a Base. Along with this came an increase in military personnel in Goose Bay. However, all of this is being overshadowed by the possibility of Goose Bay being the site of a new NATO Training Base. The local Base is in competition with Konya, Turkey and a final decision on its location should be made later this year, 1989. To make Goose Bay appealing to such development, both the federal and provincial governments have been making representations on behalf of the local area and have promised an infusion of money and facilities to help make Goose Bay an attractive site for a NATO Training Base.

The local business community is responding to the military expansion and in the last year close to 60 new businesses have been established in the Happy Valley-Goose Bay Region (Peckford, 1988). As well, there has been a significant increase in the number of housing starts in the town, along with considerable renovations to private homes and businesses.

Happy Valley-Goose Bay may also have potential for expansion in other areas besides military. If the Lower Churchill Hydro Project is developed then the area should encounter expansion. As well, there is

talk of a pulp industry being developed in the Upper Lake Melville area. That, along with the completion of the Trans Labrador Highway, will impact upon the community of Happy Valley-Goose Bay.

#### History of Education in Happy Valley-Goose Bay

As the town of Happy Valley grew in the early forties, there was a need for a school. Perrault (1967), reported that she started the first school in her home, where as many as fifteen children squeezed in to try to learn fragments of history, geography, arithmetic, reading, spelling, Bible lessons, and other things. When military personnel visited the community and saw the need for a school building, they offered an unused building from the base. This building was hauled down from the base and renovated to be used as the first community school (p. 22-23).

By 1949, this building was too small for the number of children, and again, the RCAF was approached and gave another building. In the early fifties with an increase in population, the number of school-aged children increased and more classrooms were needed. Denominational Education in Happy Valley began when the Anglican and Moravian parents were told that if it became necessary, the present school could only

accommodate United Church children and that children of the Anglican and Moravian faiths would have to go to school elsewhere (Perrault, 1967, p. 49). Accordingly, the men of the Anglican and Moravian faiths got together and built a school that was opened in 1953. This was a two room school that had a two room extension in 1955 and almost every year after until there were 12 - 14 rooms. The finances for expansion came either from the provincial government or the Moravian Church. In 1957, the United Church opened a six-room school thought to be quite modern for the day. This school underwent expansion when there was a need for extra classroom space.

The air forces looked after their own schools. The first RCAF school opened in 1947 with two teachers. A modern school, Air Marshall Robert Leckie School, was opened in 1950 (MacDonell, 1967). The American Forces' students attended this school until the mid-fifties when they opened their own school on their side of Goose Airport.

In 1960, the Roman Catholics built a church and about the same time started a school. In 1965, an Amalgamated School Committee composed of Anglican, Moravian and United Church people opened Hamilton Amalgamated High School. In 1967, the RCAF turned the

Robert Leckie School over to the local Roman Catholic School Board and Amalgamated School Committee and both groups operated their own schools under one roof. Sometimes at the Robert Leckie School they shared teachers. In the same year, Goose Elementary was opened in Hamilton Heights.

In 1969 before school board integration took place, there were seven schools in the area. The United Church School Board operated North Star; the Anglican and Moravian School Board operated St. Andrews; the Roman Catholic School Board operated Our Lady Queen of Peace; and the United States Air Force operated the Americans' Dependents School. Goose Elementary and the Hamilton Amalgamated High School were operated by the Amalgamated School Committee; and the Robert Leckie School was jointly operated by the Roman Catholic School Board and the Amalgamated School Committee.

The school populations were on a continuous increase from the time Happy Valley started until the mid-seventies, as a result of the availability of jobs with the military and with the woods operation.

In 1971, the Roman Catholic School Board built, under the Department of Regional Economic Expansions (DREE) program, a school in Happy Valley that was quite modern for any place in Canada. In 1974, the Labrador East Integrated School Board had to set-up portable

classrooms in Spruce Park to accommodate the increase in student numbers caused by the influx of people who worked for Labrador Linerboard Ltd. At this time, Goose Elementary closed down and its students were bussed to Spruce Park Elementary.

After the Labrador Linerboard operation and the American Air Base closed in 1976, the student population began a steady decline. In the same year, the American schools were passed over to the local school boards, with the Labrador East Integrated School Board getting the high school and the Labrador Roman Catholic School Board getting the elementary school. As a result, the Labrador East Integrated Board took over complete operation of the Robert Leckie School, leasing part of the school from the Labrador Roman Catholic Board. This enabled the Labrador East Integrated School Board to close the portable classrooms in Spruce Park.

In 1983-84, Grade 12 was introduced into both school systems in the area. In 1986, schools in Happy Valley-Goose Bay under the jurisdiction of the Labrador East Integrated School Board were changed significantly by the closure of North Star Primary. Peacock Academy, formerly accommodating Happy Valley's Integrated students from grades five to nine, now became Peacock



Elementary with grades kindergarten to six. Robert Leckie School in Spruce Park, up to 1986 had grades kindergarten to nine but with re-organization half the school was designated as kindergarten to six for Integrated students from Spruce Park, Hamilton Heights and the Base section of town; and this school became known as Spruce Park Elementary. The other half of the Robert Leckie School became known as Robert Leckie Intermediate School and it now looks after all the junior high-age Integrated students in town.

In conclusion, there are presently two school boards that operate schools in Happy Valley-Goose Bay. The Labrador East Integrated School Board has twelve schools under its jurisdiction extending from Paradise River in Southern Labrador to Nain in Northern Labrador. The Roman Catholic School Board's Superintendent is posted in Labrador West, however, there is an Assistant Superintendent in Happy Valley-Goose Bay who looks after the schools in the local area, as well as schools in Sheshatshit and on the Labrador coast. In Happy Valley-Goose Bay, there are four Integrated Schools ( two schools for grades kindergarten to six, one intermediate school and one high school) serving approximately 1275 students. The Roman Catholic Board operates two schools (one

all-grade school and one with grades kindergarten to nine) serving approximately 730 students. Further details concerning these schools are provided in Appendix A.

#### Definition of Terms

"Attitudes" are defined as those feelings that the general public has toward various items.

"General public" refers to all the people in Happy Valley-Goose Bay whose names appear on the voters' list for the November, 1988 federal general election.

"Happy Valley-Goose Bay" refers to all the residential areas of the town.

#### Limitations of the Study

A number of limitations are recognized as being inherent in the present study.

First, there is the problem of question construction and understanding. Items on a questionnaire may have one meaning for some people and a different meaning for others. According to Livingstone, Hart and Davie (1984), "there may be substantial variation in the actual subjective meanings different respondents attach to a given question or response option, as well as restrictions to the range

of subjective responses because of the form in which the researcher puts the question (p. 2).

Warren (1983) considered the importance of the wording of questions and the effect it may have on the way respondents may answer. He noted five different ways in which questions may act as a source of bias:

1. Questions may be phrased so as to suggest to the respondent that a particular reply is expected.
2. Questions may be misunderstood.
3. Lengthy questions are not only sometimes misunderstood but so complex the respondents may have more than one opinion on the matter.
4. The questions asked are not in fact the topics with which the general public is most concerned.
5. Pollsters overestimate the extent of people's knowledge. (p. 8 & 9)

Secondly, one has to be careful in making recommendations based upon people's attitudes. The reason for this is that current events may provoke rapid shifts in attitudes. Thus, a person's attitude may change day-by-day because of current events.

Another limitation of the study is that the questionnaire is sometimes not completed by the person to whom it is delivered; thus, the sample may not be thoroughly representative of the population.

A fourth limitation has to do with defining the

population of the sample. Since the voters list is being used to identify the population for this study, it does not thoroughly represent the general public of Happy Valley-Goose Bay, eighteen years of age and over. There are people living in the area who are not Canadian citizens and are not on the voters list. No printed means exist to identify how many people are in this category.

Finally, the influence of the researcher's own values cannot be eliminated from any phase of social research, and particularly from the interpretations of findings presented in research reports. (Livingstone et al., 1984, p. 2)

In spite of these limitations, every effort has been made to minimize these effects. Care has been taken in developing the questionnaire to ensure the issues addressed, are in fact, the concerns of the local people and that the questions posed have a clear meaning. All of the findings will be presented along with the analysis of the same so that the readers will be able to see the basis for the researcher's conclusions and recommendations.

#### Delimitations of the Study

This is a study of the attitudes of the general

public in Happy Valley-Goose Bay and it does not represent the attitudes of the general public in other areas served by the Labrador East Integrated School Board or the Labrador Roman Catholic School Board. As well, it does not represent the views of other Labradorians or Newfoundlanders. Similar issues and problems may be evident in other areas but the findings of this study cannot be used to represent the attitudes of any other group.

#### Organization of the Thesis

This introductory chapter has provided the background to the study. The purpose of the study has been stated, along with the research questions. The significance of the study, the limitations and delimitations, as well as a definition of terms have been included, as has been a brief history of the town of Happy Valley-Goose Bay and its schools. Chapter Two will provide a review of public opinion polls on educational issues that have been conducted in Newfoundland, mainland Canada, and the United States, over the last ten years. In the third chapter, the design of the study will be discussed. This will include a discussion of the development of the questionnaire and the methodology of validating and

testing the reliability of the instrument. As well, the methodology of data collection and treatment of the data will be included. Chapters Four, Five, Six, and Seven will present an analysis of the collected data, with Chapter Eight giving a summary of the study along with the conclusions and recommendations.

## Chapter 2

### Review of Related Literature

#### Introduction

This chapter provides a review of the public opinion polls and public attitude surveys on education outlined in Chapter 1. The review is presented in the same order as the questions appear on the questionnaire. Not all of the questions on the questionnaire have a corresponding review as they have not been addressed by previous studies.

#### Importance of Education

The respondents were asked to give their opinion on the level of importance of a good education to one's success in the future. Warren's (1983) study on Public Attitudes Towards Education in Newfoundland and Labrador reported that 87% of the 1199 respondents considered education as extremely important, 12% considered it important with only 1% considering it not too important.

In a study conducted for the Canadian Education Association, Flowers (1984) reported that 78.8% of the 2109 respondents considered schools extremely important to one's future success. He found that 18.3% responded that schools were "fairly important" while only 3% said

"not too important", "not important at all", or offered no opinion. He stated that there were few differences from the overall Canada-wide figures when the results were broken down by region, age, sex, education, income, occupation, mother tongue, community size, or whether or not the respondent had children in school sometime during the past three years.

This same question was asked on the 12th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools, and Gallup found that of the 1547 adults who responded, 82% responded "extremely important", 15% responded "fairly important", 2% responded "not too important" and 1% had no opinion. When broken down by the variables: sex, race, age, community size, education and region, the percentages varied very little.

#### Goals of Education

In a study done for Saskatchewan Education in 1984, subjects were asked to give the importance of some possible purposes of schooling. Of the 26 784, out of a possible 160 000, respondents (16% return rate), "to develop skills of reading, writing and mathematics" was chosen as the number one purpose. Eighty percent of the respondents said that this



purpose was "very important" with 18% saying "important".

The remaining purposes ranked from most important to least important, along with the combined percentages of very important and important, were: "learn to respect and get along with people", 96%; "acquire knowledge", 95%; "learn how to examine and use information", 95%; "develop pride in self", 92%; "develop skills to enter a specific field of work", 82%; "develop good citizenship", 86%; "practise and understand the ideas of health and safety", 84%; "promote awareness of current problems and issues", 82%; "encourage the understanding and practice of family living skills", 72%; "support ethical and spiritual development", 61%; "learn how to use leisure time", 56%; and "foster appreciation of culture and beauty in the world", 61%.

In a study conducted for the Alberta Education by The Canadian Gallup Poll Ltd., 1054 respondents were asked to give their opinion on the level of importance of specifically stated purposes of education. Sixty-seven percent of the respondents said that, "to acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work" was "very important" while 31% percent gave it a rating of "important".

"To develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms" was considered to be a very important goal by 60% of the respondents, while 33% listed it as "important". "To develop the ability to get along with people of varying backgrounds, beliefs and lifestyles" was considered to be a very important goal by 56% of the respondents and an important goal by 39%.

Forty-nine percent of the respondents felt "to develop the ability to understand and respond to change as it occurs in their personal life in society" was very important and 46% felt it was important. The last stated goal, "to develop an appreciation of tradition as it occurs in their personal life in society" only received a rating of 20% as "very important" and 59% as "important". Twenty percent of the respondents felt that this goal was either "unimportant" or "very unimportant".

In the 16th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools, taken in 1984, Gallup asked 1515 respondents to give stated goals of education a ranking of 0 to 10. Zero meaning not at all important to 10 meaning most important, with the

numbers in between representing a level of importance between the two. Of the twenty-five stated goals, the most important goal was found to be "to develop the ability to speak and write correctly". Other goals in the top eight in order of importance were: (2) "to develop standards of what is 'right' and 'wrong'"; (3) "to develop an understanding about different kinds of jobs and careers, including their requirements and rewards"; (4) "to develop skills needed to get jobs for those not planning to go to college"; (5) "to develop the ability to use mathematics for everyday problems"; (6) "to encourage respect for law and order, for obeying the rules of society"; (7) "to help students make realistic plans for what they will do after high school graduation"; and (8) "to develop the ability to live in a complex and changing world".

According to George Gallup (1984), "the ratings given to the goals listed reveal a pragmatic people who view education primarily as a means to economic success rather than intellectual development" (p. 37).

In 1986, Gallup asked 1552 adults why they wanted their children to get an education. The top eight responses with their percentage were: "job opportunities", 34%; "preparation for life", 23%; "education is a necessity of life", 12%; "more

knowledge", 10%; "financial security", 9%; "to get a better-paying job", 8%; "to become better citizens", 6%; and "for a successful life", 5%. Again, it seems Americans consider jobs and financial gain to be the reasons they want their children to get an education.

Satisfaction with Aspects of Administration,  
Teaching and Student Life

In Warren's 1978 and 1983 studies, he asked respondents how they felt about discipline in the local schools. In 1983, 2% responded "too strict", 43% responded "not strict enough" and 54% responded "just about right". This was a slight change from the results of the 1978 study when 4% responded "too strict", 51% responded "not strict enough" and 44% responded "just about right". As these findings indicate, there was an increase in the public's acceptance of the level of discipline in the schools; however, there still was a need for more discipline.

In a 1978 study, Warren asked respondents their opinion on the amount of effort the school board in their area makes to keep parents and other interested citizens informed of its activities. Ten percent chose "a great deal" and 40% chose "a fair amount", compared to 35% saying "little" and 11% saying "no effort".

These values changed according to whether or not the respondents had children in school. For those with children in school, the combined percentages responding to either "a great deal" or "a fair amount" was 55% compared to 43% who chose "a little" or "no effort". Those who did not have children in school had a combined response rate of 43% for "a great deal" and "a fair amount" and 51% for "little" or "no effort" made by the board to keep citizens informed of its activities.

In a study conducted for the Terra Nova Integrated School Board, Waye (1974) asked the 322 sample members chosen for his study, of which 45% responded, questions concerning parental attitudes toward school discipline. Sixty-nine percent of the parents felt that there should be more discipline in their schools. Twenty percent disagreed with this and 11% had no opinion.

Waye reported that 54% of the respondents felt that their school board members and central office staff seem very willing to see people and talk with them about school problems. However, 27% disagreed and 19% did not have an opinion.

On the issue of school administration, Waye found that 79% of his respondents agreed with the statement

"one can easily talk with our school administrators (principals and vice-principals) about school problems". Thirteen percent disagreed while 8% had no opinion. In another question on school administration, only 19% agreed that "their school administrators (principals and vice-principals) tell them enough about school problems". Sixty-three percent disagreed while 18% chose the response "don't know".

In a Canada-wide study, Flowers (1984) asked respondents what they thought the biggest problems with which schools in their communities had to deal. The top six problems ranging in order were: (1) "drugs, smoking, alcohol"; (2) "lack of discipline"; (3) "pupils' lack of interest/ truancy/ attitudes"; (4) "curriculum problems"; (5) "teachers' lack of interest/ quality of performance"; and (6) "inadequate financial support".

When asked their opinion on what areas were the schools in their community doing a particularly good job, the six most frequently mentioned were: (1) "sports/athletics"; (2) "enrichment activities such as music events, tours, library services"; (3) "providing high-quality education generally"; (4) "social activities/clubs"; (5) "teachers doing excellent work"; and (6) "good teaching methods/standards". A

significant number of respondents did not answer this question. As well, Flowers points out that the responses to the two questions above

... bear out the old saying that one man's meat is another man's poison. Thus discipline is listed as a problem by some, as an area of strength by others.

Similarly teachers' lack of interest is listed as a problem, while teachers doing excellent work is listed as a strength by others. The same sort of thing occurs in many other instances. (p. 64)

In response to the question, "how much confidence would you say you have in the ability of the local school board to deal with school issues", 66% of the respondents responded either "a great deal of confidence" or "a fair amount of confidence" compared to only 23.4% who responded "very little" or "no confidence". These results were consistent with the 1979 study conducted by the Canadian Education Association (CEA) which reported that 64.2% had confidence in their school boards compared to 18.6% who did not.

In the CEA Study, the sample members were asked whether they were satisfied with the amount of information they get about their child's or children's progress in school. Seventy-seven point seven percent said "yes" while 21.4% said "no". This study concluded that schools were doing a good job of reporting student progress to parents.

Respondents were also asked whether they felt the school board/boards in their area kept parents and other interested citizens adequately informed of its activities. Forty-four point six percent said "yes" compared to 32.1% who said "no" and 22.8% who had no opinion. As in other studies asking a similar question, the highest percentage of yes answers appeared in the age group most likely to have children in school.

#### Rating of Local Schools

A common question appearing on public attitude studies in education is, "Students are often given the grades A, B, C, D, and Fail to show their quality of work. Suppose the schools themselves were to be graded, what grade would you give to your schools?" In a study done by Graesser (1986) for the CBC "ON CAMERA", he reported that 21% of his 418 respondents gave their local schools an "A" grade, 54% a "B" grade, 19% a "C" grade, 4% a "D" grade and 2% gave their local schools a failing grade. He compared his results with a Gallup Poll survey done in August 1986 for Canada, and Gallup's findings were: 19%, "A" grade; 42%, "B" grade; 28%, "C" grade; 6%, "D" grade; and 5%, "Fail" grade. Newfoundlanders gave their local schools a



higher grade than all of Canada gave their local schools.

Gallup's findings as reported by Graesser were consistent with a study done by the Canadian Education Association in 1979 where 18.9% gave an "A" grade, 40.0% gave a "B" grade, 25.3% gave a "C" grade, 6.0% gave a "D" grade, and 3.6% gave a failing grade while 6.3% gave a "don't know" response. These results differ from Flowers' (1984) Study. He had 10% giving an "A" grade, 38.2% giving a "B" grade, 26.7% giving a "C" grade, 5.0% giving a "D" grade, 3.3% giving a failing grade, and 16.8% choosing not to respond or the "don't know" option.

In Flower's Study, he also asked respondents to rate the public schools on several aspects. Sixty-eight point one percent gave an "A" or "B" rating on the school buildings and equipment compared to only 0.6% giving these a failing grade. Fifty-four point eight percent gave an "A" or "B" rating on the curriculum while 1.5% gave a failing grade. Other aspects given a rating, along with the combined percentages for an "A" or "B" grade and a failing grade were: books and instructional materials, "A" or "B" grade, 51.1%, and a failing grade, 1.5%; quality of teaching, "A" or "B" grade, 46.0%, and a failing grade,

3.8%; preparing students for post-secondary studies, "A" or "B" grade, 36.8%, and a failing grade, 6.9%; effort demanded of students, "A" or "B" grade, 34.7%, and a failing grade, 5.1%; preparing students for jobs, "A" or "B" grade, 23.0%, and a failing grade, 12.3%.

Gallup asked 2118 Americans in The 20th Annual Gallup Poll to rate the public schools in their community. Their ratings were as follows: "A" grade, 9%; "B" grade, 31%; "C" grade, 34%; "D" grade, 10%; "Fail" grade, 4%; and 12% of the respondents did not know. The combined percentage for "A" and "B" grades was 40%, the lowest since 1983. When the respondents were asked to grade the public schools nationally, the findings were as follows: "A" grade, 3%; "B" grade, 20%; "C" grade, 48%; "D" grade, 13%; "Fail" grade, 3%; and 13% of the respondents did not know. Americans, like Canadians, gave a higher rating to the public schools in their community than public schools elsewhere in the country.

In the 1978 and 1983 studies, Warren asked his respondents if they believed that the quality of education has improved or declined over the last ten years. In 1978 he reported that 67% of the sample felt that the quality of education had improved, 15% felt that it has remained the same, and 16% felt that it had

declined. Five years later, his findings differed; only 57% said that the quality of education had "improved" compared to 29% who said that it "remained the same", and 13% replied that it had "declined". There was a slight decrease in the percentage who said the quality of education had declined in the last ten years which means that the general public felt the quality of education over the last ten years was as good or better than it had been.

In response to a similar question, Flowers (1984) reported that 43.8% of his Canadian respondents felt that the elementary and secondary schools of today were improved compared to the schools of the respondents' days, whether in Canada or elsewhere. Thirteen point two percent chose the response of "no change", and 36.3% said that the schools had "worsened". The findings for this question differed considerably depending upon the region of the country where the respondents lived and the age of the respondents.

In 1982, the Government of Newfoundland and Labrador introduced a revised-high school program which entailed an extra year in high school for Newfoundland students along with the overall course of study based upon a course credit system independent of grade. In 1985, Fisher conducted a study to determine parental

attitudes towards the new High School Program. He asked 1050 randomly chosen parents to complete his questionnaire; 895 complied for a return rate of 85%. He asked three general questions on the Revised High School Program: one, "do you feel that your child(ren) is (are) better off or worse off in the new program than he or she would have been if there had been no change"; two, "do you think that the reorganization of the high school program was a good idea"; and three, "are you satisfied or dissatisfied with the reorganization of the high school program". In response to question one, 70% said "better off", 23% said "no different", and 7% "worse". Eighty-four percent felt that reorganization was a good idea while 16% did not. In response to question three, 81% were satisfied with the reorganization and 19% were dissatisfied.

#### Areas to Which Schools Need to Pay More Attention

In Warren's 1978 Study, he asked if schools should place much more emphasis on teaching the three R's. Sixty-eight percent stated "yes" while 22% said "no" with 10% having no opinion.

In 1983, he asked the respondents if the high schools should or should not include sex education, and

drug and alcohol education into their curriculum. Warren reported that 80% of his respondents wanted the schools to accept responsibility for sex education. An even higher percentage, 93%, wanted the schools to accept responsibility for drug and alcohol education. Although differences within most variables were minimal, it was interesting to note that the support for these two programs decreased with age and increased with level of education. Those who had children in school were more favourable toward these programs than those who did not. Those in the Pentecostal system had lesser support for sex education being a responsibility of the schools.

#### Best Feature of Schools

Graesser's Study reported that 63.2% of the respondents either did not know or felt that there was no best feature of Newfoundland education. Thirteen point six percent felt the curriculum was the best feature, compared to, 11.3% for its teachers, 3.1% for religious aspects, 1.2% for students/parents/and community characteristics, 0.7% for other; and 3.1% felt that the meaning of the question was not clear.

Warren asked a similar question in 1983. He reported that 56% of the respondents chose "teachers"

as the best feature of our schools. The second choice was "the curriculum" with a percentage of 21% followed by "the buildings and facilities" with 14%, "extra-curricular activities" with 5%, "other" with 1%; and 3% had no response. This displayed significant support for the Newfoundland teaching profession.

These findings were somewhat different from his 1978 Study. In 1978, 40% of the respondents chose "good student-teacher relationships" as the best feature of local schools, 18% chose "up-to-date teaching methods", 16% chose "good buildings and other facilities", 13% chose the "curriculum", and 1% chose "other"; 12% had no response. If the top two responses were combined, as they were in the 1983 Study, then teachers would be considered the best feature of the schools by 58% of the respondents, consistent with the 1983 findings.

#### Financing Education

In 1983 Warren asked his sample if they felt school costs could be cut without lowering the quality of education. Forty-seven percent of the respondents replied "yes" compared to 50% who stated "no". When looking at the analysis by variables, the highest percentages claiming the school costs could be cut were

people living in the St. John's Area, people with an elementary education and Pentecostal respondents. University graduates were very much against cutting school costs.

When asked what they would like to see happen to the spending on elementary and high school education in next year's provincial budget, 94% felt that education funding should be either increased or remain the same. The complete findings for this question were: "increased greatly", 21%; "increased somewhat", 55%; "remain the same", 18%; "decreased somewhat", 4%; "decreased greatly", 1%; and 2% had no response. Comparing the results on these two questions, 47% of the respondents might have felt that the quality of education may not be affected by a cut in school costs, but a very large percentage of these would prefer to give the schools more money for education purposes.

The respondents were also asked their feelings on how money was raised for education. When asked "if the Provincial Government is 'forced' to find a means of raising money for education, which of the following ways do you think is the best and the worst?" The respondents felt that the best method of raising additional money was a lottery for education, 41%. Other choices with the percentage who chose each:

"higher business income tax", 26%; "higher local school tax", 9%; "higher personal income tax", 6%; "higher sales tax", 2%; and "higher property tax", 1%. Using the same list, the respondents were asked which of these would be the worst means by which to raise additional money and 25% replied "higher sales tax" followed closely by "higher personal income tax", 23%. Other choices with the percentage who chose each: "higher property tax", 12%; "higher local school tax", 11%; "lottery", 11%; and "higher business income tax", 1%.

In 1978, Warren asked the sample if they thought that "enough, not enough, or just about the right amount of" money was spent on education today. Thirty-three percent replied that "enough" money was spent on education compared to 35% who said "not enough" and 25% who said the "right amount". Six percent of the respondents had no response. One interesting finding was those without children in school had a higher percentage choosing "not enough".

Only 48% of the respondents in this study supported the idea of local taxation to help finance the cost of education. The highest level of support for local taxation came from St. John's, 59%; those with a post-secondary education, 60%; residence in



communities with 5000-9999 population, 64%; managerial and professional personnel, 67%; and university graduates, 70%. The lowest level of support came from those employed in the primary resource occupations, 33%; those with an elementary education, 36%; those in communities with a population fewer than 5000, 41%; and respondents in the age bracket 50 years and over, 42%.

In 1984, Flowers asked the question "would you or would you not be willing to pay more taxes in support of education?" Forty-five point six percent of the sample said that they were willing to pay more taxes in support of education. Forty-four point seven percent said "no" with 9.7% having either replied "don't know" or not stating a response. Those under 50 years old, those with children in school, and those with a secondary education or better, were more willing to increase financial support for education.

In 1986, Livingstone, Hart and Davie asked 1042 Ontario respondents what they would like to see happen to government spending for elementary and high schools. Fifty percent of the respondents favoured an increase with 36% saying that the level of spending should "keep up with inflation". Nine percent wanted a decrease in the spending for elementary and high schools and 7% had no response. They reported that since 1980 there has

been a percentage increase for the response of "increase spending" with a decrease "to keep up with inflation".

In their 1984 study, Livingstone, Hart and Davie informed 1046 Ontario respondents that there had been a shift towards local property taxes supporting a greater share of local school board budgets. When asked "if they agreed or disagreed with this trend toward more local tax support": 30% "agreed", 48% "disagreed", and 22% did not state or didn't agree or disagree. Only in the 18-24 age category did the "agree" outweigh the "disagree". In the occupational class category, small employers and the unemployed chose "agree" over the "disagree".

In the 20th Annual Gallup Poll, the sample members were asked if they would be willing to pay more taxes to help raise the standards of education in the United States. Sixty-four percent of the respondents said "yes", 29% said "no", and 7% said "don't know".

#### Denominational Education

Newfoundland has a Denominational Education System, i.e., the schools are organized by religion and come under church and state control. This is a right which has been entrenched in the Terms of Union with

Canada. In 1986, Graesser asked his sample if Newfoundland should keep its present Denominational School System or change to one public system without church control. Fifty-one percent of the population chose the response "change to one public system". "Keep the denominational system" was the choice of 41% with 8% who either stated "don't know" or did not respond. The Pentecostal respondents had the highest percentage who supported the present system followed by the Roman Catholic, Salvation Army, Anglican, and United Church respondents. Seventy percent of the Integrated denominations supported a change to one public system. The higher the education and the younger the respondents, the more likely they were to support a change to a public system.

In a follow-up question, Graesser stated "that some people have suggested that we could keep the present system, but also have some public schools that are not under church control for people who prefer this". Fifty-three percent of the respondents felt that this was a "good idea" and 34% thought it was a "bad idea". Three percent felt that this option "depended on a number of factors", and 10% responded "don't know".

Warren (1983) reported that 15% "strongly agreed"

and 32% "agreed" with Newfoundland having a denominational system of education. Eighteen percent "disagreed" and 13% "strongly disagreed", with 21% "undecided" and 1% did not give a response. The highest combined percentage of support came from the Pentecostal respondents; this group had 84% either strongly agreeing or agreeing with this system of education. The next highest combined percentage came from Catholic respondents; 62% chose either to "strongly agree" or "agree" with the denominational education system. University graduates had the highest combined percentage disagreeing or strongly disagreeing with the denominational system, 53%. This was followed closely by managerial and professional personnel, 47%; and those having some post-secondary education, 44%.

Warren's findings in 1978 again showed that the people of Newfoundland support denominational education. Fifteen percent of the respondents strongly agreed with the system and 28% agreed, compared to 17% who disagreed and 12% who strongly disagreed. Twenty-five percent were undecided and 3% had no response.

#### Shared Services

In 1987, Lane conducted a study into the

willingness of the Roman Catholic and the Integrated School Boards in Happy Valley-Goose Bay to work towards providing shared services. Lane surveyed school board members, administrators, teachers and parents. He reported that 67% strongly agreed or agreed that the total school building should be a shared service. Only 18% disagreed or strongly disagreed. Eighty-four percent of the respondents strongly agreed or agreed with the sharing of the library and related services; 8% disagreed or strongly disagreed. Eight-four percent strongly agreed or agreed with the sharing of home economics facilities; 9% disagreed or strongly disagreed. Sixty-five percent strongly agreed or agreed with the sharing of gymnasium/auditorium facilities; 20% disagreed or strongly disagreed. Eighty-one percent of the respondents strongly agreed or agreed with the sharing of music equipment; 11% disagreed or strongly disagreed. Eighty-four percent of the respondents strongly agreed or agreed with the sharing of audio-visual equipment; 9% were in disagreement. These findings show a vast amount of support for the sharing of equipment and facilities in the schools in Happy Valley-Goose Bay.

Eighty-six percent of the respondents were in agreement with the sharing of guidance programs; only

7% disagreed or strongly disagreed. Seventy-nine percent of the respondents strongly agreed or agreed with the sharing of the school-level guidance counselor; 12% disagreed or strongly disagreed. Eighty-three percent of the respondents strongly agreed or agreed with the sharing of school board consultants; 12% disagreed or strongly disagreed. Sixty-one percent of the respondents strongly agreed or agreed with the sharing of school board administrators; 21% disagreed or strongly disagreed. Fifty-seven percent strongly agreed or agreed with the sharing of school level administrators; 23% disagreed or strongly disagreed. There was tremendous support for the sharing of specialist personnel; however, there was only a slight majority in favour of sharing school board administrators (superintendent, business manager, etc.) and school level administrators (principals and vice-principals).

On the issue of joint purchase of school supplies, 85% of the respondents strongly agreed or agreed. No parents disagreed with sharing this service, 11% of the teachers disagreed or strongly disagreed.

The final issue from Lane's study was a joint school board being established in the area. Sixty-seven percent strongly agreed or agreed with the

concept; 19% disagreed or strongly disagreed. Among those in disagreement were all the Pentecostal parents and 50% of the Roman Catholic parents.

Using Lane's findings, the public in Happy Valley-Goose Bay would be very supportive in the sharing of some services to reduce costs and provide a better education for the students in the area.

#### Future Public Participation

Warren's 1978 Study addressed the issue of the public willingness to serve as school board and citizen advisory committee members. The findings indicated a relatively large number of respondents, 34%, were willing to serve as a school board member. Proportionately more indicated that they were prepared to serve on a citizen advisory committee, 43%. Males, the young, residents of larger communities, the more educated, and those in managerial/professional occupations were more willing to offer themselves to one of these two decision making bodies. Strangely, more non-parents than parents indicated a willingness to serve.

In the 1979 Canadian Education Association Study, respondents were asked if they would be willing to serve as a member of the school board in their

community. Twenty-three point one percent of the sample said "yes" in comparison to 68.4% who said "no". Eight point two percent did not know or did not state and 0.4% already were members of the school board. Those showing a greater willingness to serve over the sample norm were: those people under 50 years of age, people in professional and executive occupations, and those with a university education.

Twenty-eight percent of the respondents very likely would be prepared to serve as a member of a school board advisory committee; however, 59.8% said they "probably would not". At the that time 0.7% served in this capacity and 11.5% either did not know or did not state.

In response to the question, how likely would you be to serve as a member of a home and school committee in your community, 26.4% indicated "very likely would" compared to 63.4% who indicated "probably would not". Zero point eight percent were already members of a home and school committee and 9.3% of the respondents either failed to state or responded "don't know". These findings show the number of people in Canada willing to serve as a member of a school support group or decision making body ranged from 23% to 28%. University graduates were the only group that was consistently higher.



### Summary

Canadians and Americans see that a good education is important to one's success in the future. The type of education that Canadian and American parents want for their children differs somewhat. Using the studies reviewed, Canadians generally place emphasis on the teaching of the basics and being able to examine and use the knowledge that they acquire. Children are encouraged to develop self-pride, to respect others, and to develop a sense of purpose in life. Americans also want their children to be taught the difference between "right" and "wrong", and to become better citizens with respect for law and order. However, they place greater emphasis on the preparation for life in the sense of being prepared for jobs and financial security in the future.

Discipline was a topic that frequently arose. The public generally felt there was a lack of discipline in schools and this was a problem that schools should be addressing. Other problem areas in the schools as seen by the public included: alcohol and drug abuse, students' and teachers' lack of interest, curriculum problems, and inadequate financial support.

In Newfoundland, the public would like to see a

much greater emphasis placed on the teaching of the 3-R's, the basic skills of reading, writing and arithmetic. As well, they would like to see better programs in sex education and substance abuse.

Two-thirds of Canadians have confidence in the ability of their local school board to deal with school issues. However they were not satisfied with the information they received about school board activities.

Canadians gave their local schools a much higher grade than the Americans. Comparing the last available results in both countries, 61% of Canadians gave a grade of "A" or "B" and only 40% of Americans gave a grade of "A" or "B". As well, individuals gave their own local schools a higher grades than other schools in the country.

Canadians generally felt that the education of today is better than the education they received when they went to school. Newfoundlanders were more satisfied with the improvement in their education system than other Canadians. As well, Newfoundlanders were very satisfied with the re-organized high school system and they felt that their children will be better off with this high school system.

Two Newfoundland studies differed greatly on the

question of the best feature of schools. In 1986, Graesser reported that almost two-thirds of his respondents did not know or stated that there was no best feature. In 1983, Warren reported that over-half of the respondents chose the "teachers". This was followed by "curriculum", "good buildings and facilities", and "extra-curricular activities".

Newfoundlanders were evenly split on the idea that education costs could be cut without affecting the quality of education. However, they do support an increase in the education budget. A "lottery for education" was a popular choice as a means to raise additional money for Newfoundland schools. Newfoundlanders were also evenly split on the issue of local taxation.

Respondents in an Ontario study wanted more money for education but they did not favour getting the money through increasing local taxation. Almost two-thirds of Americans were willing to pay more taxes to improve the standards of education.

The support for Newfoundland's Denominational Education System varied according to studies. In 1983, Warren reported there were more respondents in agreement with this system than in disagreement. In 1986, Graesser reported that a little over half the respondents said "change to one public system".

Today, interdenominational sharing is a popular concept in regards to making efficient use of the education dollar. In 1987, Lane conducted a study into the concept of shared services in Happy Valley-Goose Bay. He found support amongst his respondents for the local schools to share a number of services.

Newfoundlanders, more than Canadians, were willing to serve as school board or school committee members. A Canadian study found that more people were willing to be on a school advisory committee than on the school board, and even fewer people were willing to be a member of a home and school committee.

In concluding this chapter, one must realize that people's attitudes may change as a result of current or past events in society. This, in effect, will cause the results of public attitude surveys to change. As was evident throughout the literature, when findings were presented for a number of years on the same issue, the percentages obtained for each were not always consistent.

## Chapter 3

### Design of the Study

#### Introduction

This chapter describes the procedures used to ensure that the findings of the study are valid and reliable, and that the conclusions and recommendations are based on statistically significant findings. The methodology used in developing the instrument is described and the means by which the compiled data was analyzed is presented.

#### Population and Sample

The population for this study was composed of all the citizenry of Happy Valley-Goose Bay eighteen years of age and over. In order to identify the members of this population, the voters list compiled for the Labrador Riding for the 1988 Federal General Election was used.

The sample for this study was a systematic random sample drawn from the population identified above.

The systematic random sample is a variation of the simple random sample type. To draw a systematic random sample, the population must be listed in some manner. Sampling starts from some randomly chosen point in the population list and selects every  $n$ th unit thereafter. (Backstrom and Hursh-Cesar, 1981, p. 59)

The size of the sample chosen was four hundred.

This number was chosen since it would give a tolerated error of approximately plus or minus five percentage points at a confidence level of 95 per cent. To reduce the tolerated error, the sample size would have had to increase significantly; e.g. for a tolerated error of approximately four percentage points, a sample of 625 members would be needed, and to further decrease the tolerated error, the sample size would have to increase dramatically. Simon (1976) states that "sample size is certainly crucial when polls are used to predict election results, but not for other public opinion assessment purposes. Carefully drawn, samples as low as 200 to 400 are adequate to reveal public attitudes, opinions, and knowledge concerning organizational policies, actions, programs, and standing". (p. 183) As well, any number larger than 400 would have posed problems to the researcher in ensuring a high return rate.

The voters list was divided into polls representing different sections of the town. Taking the total number of voters, and dividing by 400, gave a number between 10 and 11. It was decided to choose every tenth person on the voters list. To ensure that all members of the population had an equal chance of being chosen in the sample, a table of random numbers

was used to choose the first member of the sample from each poll. This gave 429 respondents for the sample; since, the researcher wished to have only a maximum of 400 respondents, every eleventh sample member was put on a reserved list, thus leaving a sample of 388 members.

If for some reason an original respondent could not be reached, a name from the reserved list was used as a substitute for the original respondent.

#### Type of Instrument

The size of the sample used for this study was so large that it would have been too costly and time-consuming to interview all the people, so a hand-delivered questionnaire was used.

Ary, Jacobs and Razavieh (1979) agree that interviewing is time-consuming and expensive. They say that:

Much of the same information can be gathered by means of a written questionnaire presented to the subjects. As compared with interviewing, the written questionnaire is typically more efficient and practical and allows for the use of a larger sample. (p. 174)

Further advantages of this technique are that standard instructions are given to all subjects and the personal appearance, mood or conduct of the investigator will not color the results. (p. 175)

Kidder (1981) discussed four advantages of using

questionnaires. First, questionnaires are least expensive to administer simply because they are mailed or hand-delivered. Secondly, they avoid potential interviewer bias; that is, the way questions are asked and even the general appearance of the interviewer may influence respondents' answers. Thirdly, respondents may have greater confidence in their anonymity and thus feel freer to express views they fear might be disapproved of or might get them into trouble. And finally, there is less pressure on the respondent to respond immediately since the questionnaire is in their possession for a period of time. (p. 148-150)

#### Development of a Valid Instrument

Prior to the construction of a questionnaire for this study, a computer search was done to identify Canadian studies completed on public attitudes or public opinions toward education . As well, through the researcher's own efforts, other studies, some conducted in the United States, were identified. The following studies were reviewed: Warren (1978), Warren (1983), Graeseer (1986), Lane (1987), Waye (1974), Canadian Education Association (1979), Canadian Gallup Poll Ltd. (1984), Levin (1984), Livingstone & Hart (1981), Livingstone & Hart (1985), Livingstone, Hart &



Davie (1983), Livingstone, Hart & Davie (1985), Livingstone, Hart & Davie (1986), Morrow (1985), Thompson & Warren (1984), Gallup (1980, 1981, 1983, 1984, 1985, 1986).

From this review and a brief examination of the characteristics of effective schools, a pool of questions was constructed . All questions were selected keeping in mind the educational issues in Happy Valley-Goose Bay. Using this pool, a draft of the questionnaire was constructed with the help of the researcher's thesis committee. One member of that committee is a former Superintendent of the Labrador East Integrated School Board and now President of the Labrador Community College. The other member has conducted two similar studies in the Province of Newfoundland and Labrador.

The questionnaire was divided into six sections: the first section deals with goals of education; section two, satisfaction with aspects of administration, teaching and student life; section three, satisfaction with the current school courses, programs, services and facilities; section four, a general assessment of the educational system; section five, issues that should be addressed in the future; and the last section provides background information on

the respondent.

This questionnaire was then reviewed by the then Superintendent of the Labrador East Integrated School Board and the Assistant Superintendent of the Labrador Roman Catholic School Board, who is responsible for the Catholic Schools in Happy Valley-Goose Bay. These educators were asked to comment on the extent to which items were appropriate for use in the Happy Valley-Goose Bay area. One item that was not addressed by this questionnaire was added as a result of comments received.

As well, the questionnaire was reviewed by other people in the local area, namely: two principals, a member of each school board in the area, and twelve other parents who had children in the local school systems. They felt that important local issues were addressed by the questionnaire. They recommended some changes to the wording of some questions for clarification purposes.

From these interviews, a second draft of the questionnaire was constructed, incorporating the views of the people interviewed. This draft was then discussed with an individual from the Institute for Educational Research and Development at Memorial University concerning the questionnaire's format.

Using this individual's suggestions, a third draft was completed.

This draft of the questionnaire was then critiqued by a graduate class in Methods and Statistics in Educational Research II at Memorial University. Suggestions were made concerning the wording of some of the questions. A major criticism concerned whether or not the proposed questions were the outstanding educational issues in the local area, that is, the validity of the instrument was questioned. To address this concern, telephone interviews were conducted with a random sample of ten people from the Happy Valley-Goose Bay Area, along with six people who were selected in order for the concerns of the local Native Groups and special interests groups to be identified. From the issues raised, and the concerns of the group of graduate students, a final draft of the questionnaire was developed.

#### Reliability of the Instrument

Determining whether the findings of this study would be consistent if the survey was administered again or if the results happened by chance was of great importance. To measure this, 20 members of the sample who returned their questionnaires were asked to re-do

them. This group was re-surveyed two weeks after completing the initial survey. Upon completion, the findings of each question on the two sets of 20 questionnaires were analyzed by looking at the mean response of each question in the original survey and the re-survey. Each possible response on the questionnaire was given a number, e.g. 1 - very satisfied, 2 - satisfied, etc., thus the mean response being a number representing the mean of the responses of the sample members. Then a T test was performed on the two means to determine whether or not there were any statistical differences between the results on the original survey or the re-survey. Any value for the two-tail probability, of the T value, less than 0.05 indicates that there is a significant difference between the responses, meaning that the results to a question may be different if asked another time. Thus if this questionnaire was to be administered again, the wording or structure of this question would have to be altered.

In doing this analysis, only one item showed significantly different results on the re-survey from the original survey. This item was part of the question that asked the respondents to what extent they were satisfied or dissatisfied with the quality of the

facilities in the schools in Happy Valley-Goose Bay. The item in question dealt with the Computer Rooms. Complete analysis may be found in Appendix B.

Also, a Pearson Product Correlation has been calculated for each question. This will give the correlation between sample members' responses on the original survey and the re-survey. In a number of cases the correlation coefficient could not be calculated; this does not reflect a low relationship between an individual's responses on the survey and the re-survey. In most cases where no correlation coefficient could be calculated, there was a high relationship between responses. These values may be found in Appendix C.

#### Collection of Data

The Superintendent of the Labrador East Integrated School Board and the Assistant Superintendent of the Labrador Roman Catholic School Board both co-signed a letter addressed to the members of this study's sample asking for their support in the completion of the questionnaire. This letter was attached to the questionnaire, along with a letter from the researcher asking for support and stressing the need for completion of the questionnaire. A copy of both

letters and the questionnaire may be found in Appendix D.

Research assistants were employed who were responsible for delivering the questionnaires and picking them up three or four days later. A day before the questionnaires were to be picked up, the assistants contacted the sample members either by telephone or a visit to make arrangements for an appropriate time of pickup. If the research assistants were unsuccessful in collecting completed questionnaires then the assistant asked if they could be of any assistance in completing the questionnaire. A couple of respondents requested assistance in reading the questionnaire and this assistance was provided.

The respondents were promised that their responses would be kept strictly confidential and they were advised to have their envelopes that contained their questionnaires sealed before passing it back to the research assistant. If the envelope was not sealed, the research assistant was to seal the envelope in front of the respondent before leaving the home of the respondent. When the envelopes were returned to the researcher, the individual's name was blacked out on the master copy of the sample's members list. As well, all the names, except the twenty that were to be

re-surveyed, were removed from the envelopes before opening.

After the twenty sample members were re-surveyed, for each respondent, their original survey and their re-survey was paired and the names were removed from both envelopes. The same number was given to each pair so that accurate statistical analysis could be performed later on these twenty pairs.

There were 388 questionnaires hand delivered and 360 were picked up completed, for a return rate of 92.8%. Another 10 questionnaires were returned not completed and when inquired as to the reason for noncompliance, the reasons given were either lack of interest or the feeling of lack of knowledge on the subject. Due to various reasons, the remainder were not collected.

#### Treatment of Data

The collected data was analyzed by using descriptive and inferential statistics. Each response was given a weight, e.g. very satisfied - 1; satisfied - 2; dissatisfied - 3; very dissatisfied - 4; and don't know - 5. A percentage was calculated for each of the five possible responses along with a mean response. These calculations were made in relation to the

following demographic variables: age, religious affiliation, whether respondents have children in school, or not, and in what system, level of education, length of residency in Happy Valley-Goose Bay, whether they are posted in the area by their employer, and whether they consider themselves native.

The findings for each question are presented as a percentage for each response and a mean response. In reading the percentages for each possible response, the reader should be aware of the amount of tolerated error that can be present. For the total sample, this is about 5%. This can be calculated by using the formula for the standard error of a proportion:

$$S = \sqrt{\frac{pq}{n}}$$

p: proportion with a certain response  
 q: 1 - p  
 n: number in sample

Once the standard error has been calculated, it can be used to describe the range within which the sample estimate may actually occur. Babbie (1979, p. 173) states that roughly 95% of the samples will fall within plus or minus two standard errors of the true value. However, to be exact, the sample estimate will fall within plus or minus 1.96 standard errors of the true value.

The researcher also took the analysis of data



further than most public attitude studies. Instead of just reporting the differences between groups within each independent variable, the analysis of variance was calculated to see if there were any statistically significant differences between the groups within a variable. A confidence level of 95% was used to ensure that any differences between the mean responses were identified. As well, if there were statistically significant differences identified, then the Scheffé F test was used to identify between which groups within a variable the significant differences existed.

According to Kerlinger (1973),

... if the F test is significant, one can test all the differences between means; one can test the combined mean of two or more groups against the mean of one other group; or one can select any combination of means against any other combination. Such a test with the ability to do so much is very useful. But we pay for the generality and usefulness: the test is quite conservative. To attain significance, differences have to be rather substantial. (p. 235)

The Scheffé was chosen to ensure that if a significant difference was identified between certain groups, then no other statistical measurement could prove otherwise.

### Summary

This chapter has presented the methodology of the study. The population and sample of the study have been identified along with the reasons for the usage of

the questionnaire were discussed. The procedures followed for developing a valid questionnaire were presented, and the reliability of the questionnaire was tested. It was found that the findings of this study are reliable. The chapter has also explained how the data was collected and the treatment the data received in order to present the analysis of data in the next three chapters.

## Chapter 4

### Analysis of Data (1)

#### Introduction

In this chapter, the findings for first two issues on the questionnaire, "importance of education" and "goals of education", will be presented. As will be the case in all three of the analysis of data chapters, all the descriptive statistics will be presented in tabular form for the total sample and all the independent variables. The results of each question will be discussed for the total sample, as well as the results within the independent variables when two conditions are met (1) there has been a significant difference identified by the analysis of variance at the 0.05 level and (2) the Scheffé test has identified exactly where the significant differences exist.

If the analysis of variance has indicated a significant difference within an independent variable, then an asterisk will appear after the variable in the descriptive statistics table. The analysis of variance for each independent variable will be presented in the table following the descriptive statistics.

A complete description of the respondents in this study is as follows:

**TOTAL SAMPLE..... 360**

<b>Age</b>	<b>Level of Education</b>
18-27.....78	Grade 9 or less.....66
28-37.....111	Some High School.....51
38-47.....83	Completed High School...65
48-57.....59	Some Post-Secondary.....40
58-67.....21	Trade/Technical/Nursing.67
over 67.....3	University Graduate.....41
 <b>Religious Affiliation</b>	 <b>Length of Residency</b>
Integrated.....212	less than 1 year.....9
Pentecostal.....30	1 - 4 years.....38
Roman Catholic.....100	5 - 10 years.....40
Other.....9	more than 10 years.....267
 <b>Children in School</b>	 <b>Posted by Employer</b>
Yes.....205	Yes.....75
No.....148	No.....267
 <b>School System</b>	 <b>Considers Oneself Native</b>
Both.....32	Yes.....87
Integrated.....113	No.....261
Roman Catholic.....62	

### Importance of Education

The respondents of this study have overwhelmingly stated that "education is very important to one's success in the future." Ninety-three point one percent of the respondents said that education was "very important" while 6.6% stated that it was "important", and only 0.3% stated that it was "not very important". The complete findings for this question are presented in Table 1.

When the analysis of variance was completed for these results, the only significant difference indicated was within the age variable; however, when the Scheffé test was performed, no statistically significant differences were identified between the mean responses of the groups in this variable. The reason for the disparity in results may be the small number of respondents in some groups. The analysis of variance is presented in Table 2 for all variables.

### Goals of Education

#### Christian Principles

The respondents were asked what level of importance did they assign to the eleven goals of education that the researcher had presented. The response options were: "very important", "important",

TABLE 1

How important is a good education  
to one's success in the future?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample</b> .....	93.1	6.6	0.3	-	-	1.073	331
<b>Age *</b>							
18-27.....	85.7	12.9	1.4	-	-	1.1571	70
28-37.....	97.2	2.8	-	-	-	1.0283	106
38-47.....	93.6	6.4	-	-	-	1.0641	78
48-57.....	92.7	7.7	-	-	-	1.0769	52
58-67.....	100.0	-	-	-	-	1.0000	19
over 67.....	100.0	-	-	-	-	1.0000	2
<b>Religious Affiliation</b>							
Integrated.....	92.7	7.3	-	-	-	1.0729	192
Pentecostal Assemblies.....	100.0	-	-	-	-	1.0000	28
Roman Catholic.....	91.6	7.4	1.1	-	-	1.0947	95
Other.....	100.0	-	-	-	-	1.0000	8
<b>Children in School</b>							
Yes.....	95.3	4.7	-	-	-	1.0474	190
No.....	91.1	8.1	0.7	-	-	1.0963	135
<b>School System</b>							
Both.....	96.6	3.4	-	-	-	1.0345	29
Integrated.....	93.4	6.6	-	-	-	1.0660	106
Roman Catholic.....	96.6	3.4	-	-	-	1.0345	58

TABLE 1 continued ...

How important is a good education to one's success in the future?							
	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	93.4	6.6	-	-	-	1.0656	61
Some High School.....	91.1	8.9	-	-	-	1.0889	45
Completed High School.....	96.7	3.3	-	-	-	1.0328	61
Some post-secondary.....	89.2	8.1	2.7	-	-	1.1351	37
Trade/Technical/Nursing....	93.8	6.3	-	-	-	1.0625	64
University Graduate.....	92.5	7.5	-	-	-	1.0750	40
<b>Length of Residency</b>							
less than 1 year.....	87.5	12.5	-	-	-	1.1250	8
1 - 4 years.....	94.3	5.7	-	-	-	1.0571	35
5 - 10 years.....	92.1	7.9	-	-	-	1.0789	38
more than 10 years.....	93.5	6.1	0.4	-	-	1.0691	246
<b>Posted by Employer</b>							
Yes.....	95.7	4.3	-	-	-	1.0435	69
No.....	92.2	7.3	0.4	-	-	1.0816	245
<b>Considers Oneself Native</b>							
Yes.....	92.4	7.6	-	-	-	1.0759	79
No.....	93.4	6.2	0.4	-	-	1.0702	242

"\*" means that the mean responses differ significantly.

TABLE 2

## Analysis of Variance

Importance of a good education.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	0.8239	5	0.1648	2.3449	0.0412*
Within Groups	22.5583	321	0.0703		
Total	23.3823	326			
<b>Religious Affiliation</b>					
Between Groups	0.2357	3	0.0786	1.0837	0.3561
Within Groups	23.1265	319	0.0725		
Total	23.3622	322			
<b>Children in School</b>					
Between Groups	0.1889	1	0.1889	2.7339	0.0992
Within Groups	22.3218	323	0.0691		
Total	22.5107	324			
<b>School System</b>					
Between Groups	0.0476	2	0.0238	0.4791	0.6201
Within Groups	9.4343	190	0.0497		
Total	9.4819	192			



TABLE 2 continued ...

## Analysis of Variance

Importance of a good education.

<u>Source</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Probability</u>
<b>Level of Education</b>					
Between Groups	0.2627	5	0.0525	0.7158	0.6120
Within Groups	22.1659	302	0.0734		
Total	22.4286	307			
<b>Length of Residency</b>					
Between Groups	0.0332	3	0.0111	0.1530	0.9277
Within Groups	23.3491	323	0.0723		
Total	23.3823	326			
<b>Posted by Employer</b>					
Between Groups	0.0784	1	0.0784	1.0523	0.3058
Within Groups	23.2369	312	0.0745		
Total	23.3153	313			
<b>Considers Oneself Native</b>					
Between Groups	0.0019	1	0.0019	0.0264	0.8709
Within Groups	23.3501	319	0.0732		
Total	23.3520	320			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

"not very important", "not at all important", and "don't know".

The first stated goal was "to help students understand Christian Principles." Twenty-six point four percent of the respondents felt that this goal was "very important". The largest percentage, 46.1%, said that this goal was "important", while 22.2% said "not very important" and 3.4% said "not at all important". Two percent of the sample chose the response "don't know". The complete findings for this goal are presented in Table 3.

When the analysis of variance was performed on these results, significant differences were found between the mean responses within the following variables: age, "religious affiliation", "children in school" and "school system". The analysis of variance is presented in Table 4 for all variables.

The Scheffé test identified significant differences between the mean responses within the age variable between the age groups 18 to 27 and 38 to 47. Those in the 28 to 37 group placed a higher level of importance on this goal than those in the 18 to 27 group. As the age of the respondents increased, there was a general trend towards the respondents moving closer to saying that this goal was "very important" or "important".

TABLE 3

What is the level of importance of the goal...  
to help students understand Christian Principles?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	26.4	46.1	22.2	3.4	2.0	2.084	356
Age*							
18-27.....	14.5	43.4	32.9	6.6	2.6	2.3947	76
28-37.....	24.5	46.4	24.5	2.7	1.8	2.1091	110
38-47.....	34.9	45.8	14.5	2.4	2.4	1.9157	83
48-57.....	31.0	44.8	20.7	1.7	1.7	1.9828	58
58-67.....	28.6	57.1	14.3	-	-	1.8571	21
over 67.....	66.7	33.3	-	-	-	1.3333	3
Religious Affiliation*							
Integrated.....	17.2	49.8	29.2	2.4	1.4	2.2105	209
Pentecostal Assemblies.....	60.0	33.3	3.3	-	3.3	1.5333	30
Roman Catholic.....	34.0	45.0	16.0	2.0	3.0	1.9500	100
Other.....	50.0	12.5	-	37.5	-	2.2500	8
Children in School*							
Yes.....	29.7	47.5	18.3	2.0	2.5	2.0000	202
No.....	22.4	42.9	28.6	4.8	1.4	2.1973	147
School System*							
Both .....	25.0	46.9	12.5	6.3	9.4	2.2813	32
Integrated.....	25.2	48.6	22.5	1.8	1.8	2.0631	111
Roman Catholic.....	39.9	45.9	13.1	-	1.6	1.7869	61

TABLE 3 continued ...

What is the level of importance of the goal...  
to help students understand Christian Principles?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	32.3	46.2	16.9	1.5	3.1	1.9692	65
Some High School.....	30.0	40.0	24.0	2.0	4.0	2.1000	50
Completed High School.....	18.5	49.2	27.7	4.6	-	2.1846	65
Some Post-Secondary.....	35.9	38.5	20.5	2.6	2.6	1.9744	39
Trade/Technical/Nursing....	31.3	35.8	25.4	6.0	1.5	2.1045	67
University Graduate.....	17.1	58.5	22.0	2.4	-	2.0976	41
<b>Length of Residency</b>							
less than 1 year.....	22.2	11.1	44.4	22.2	-	2.6667	9
1 - 4 years.....	18.9	43.2	32.4	2.7	2.7	2.2703	37
5 - 10 years.....	28.2	48.7	20.5	2.6	-	1.9744	39
more than 10 years.....	27.5	46.8	20.8	2.6	2.3	2.0526	265
<b>Posted by Employer</b>							
Yes.....	32.4	43.2	20.3	2.7	1.4	1.9730	74
No.....	25.4	46.6	23.1	3.0	1.9	2.0947	264
<b>Considers Oneself Native</b>							
Yes.....	16.5	54.1	24.7	3.5	1.2	2.1882	85
No.....	30.1	42.9	22.0	3.1	1.9	2.0386	259

"\*" means that the mean responses differ significantly.

TABLE 4

## Analysis of Variance

Goal: To help students understand Christian Principles.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	13.1247	5	2.6249	3.4371	0.0048**
Within Groups	263.4793	345	0.7637		
Total	276.6040	350			
<b>Religious Affiliation</b>					
Between Groups	14.4456	3	4.8152	6.4402	0.0003***
Within Groups	256.4535	343	0.7477		
Total	270.8991	346			
<b>Children in School</b>					
Between Groups	3.3113	1	3.3113	4.2046	0.0411*
Within Groups	273.2789	347	0.7875		
Total	276.5902	348			
<b>School System</b>					
Between Groups	5.6991	2	2.8495	3.5510	0.0305*
Within Groups	161.2568	201	0.8023		
Total	166.9559	203			

TABLE 4 continued ...

## Analysis of Variance

Goal: To help students understand Christian Principles.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	2.0128	5	0.4026	0.4988	0.7771
Within Groups	259.0758	321	0.8071		
Total	261.0986	326			
<b>Length of Residency</b>					
Between Groups	5.0651	3	1.6884	2.1514	0.0935
Within Groups	271.5320	346	0.7848		
Total	276.5971	349			
<b>Posted by Employer</b>					
Between Groups	0.8564	1	0.8564	1.1128	0.2922
Within Groups	257.5785	336	0.7696		
Total	259.4349	337			
<b>Considers Oneself Native</b>					
Between Groups	1.4327	1	1.4327	1.8518	0.1745
Within Groups	264.6021	342	0.7737		
Total	266.0348	343			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

Within the "religious affiliation" variable, significant differences were identified by the Scheffé test between the mean responses of the Integrated and Pentecostal Assemblies respondents. Ninety-three point three percent of the Pentecostal respondents felt that this goal was either "very important" or "important", compared to 67% for the Integrated respondents.

Respondents who had children in school gave more support to the goal "to help students understand Christian Principles". Seventy-seven point two percent of those respondents with children in school either responded "very important" or "important", compared to only 65.3% of those respondents with no children in school.

The mean response of parents who had children in only Roman Catholic Schools and the mean response of parents who had children in both the Integrated and Roman Catholic Schools, were significantly different as identified by the Scheffé test. Eighty-five percent of those respondents who had children only in the Roman Catholic school system responded with "very important" or "important" to the goal, "to help students understand Christian Principles", compared to 71.9% who had children in both systems.

### Basic Skills

In response to the goal, "to develop skills of reading, writing, and mathematics", 93% of the respondents said that it was "very important" and the remaining 7% chose the response "important". This strongly points out the importance that the people of Happy Valley-Goose Bay place on the 3-R's being a focal point in the schools. The complete findings for this goal are presented in Table 5.

Within the age variable, there were significant differences indicated between the mean responses by the analysis of variance; however, when the Scheffé F test was performed, no groups' mean response significantly differed. The analysis of variance is presented in Table 6 for all variables.

### Examine Information

The goal, "to teach students to examine and use information", was perceived as being one of the top goals for the schools to address. Sixty-nine point four percent of the respondents said that this goal was "very important" with 29.2% who replied "important". Zero point eight percent chose the response "not very important", with 0.6% who chose "don't know". The complete findings for this goal are presented in Table 7.



TABLE 5

What is the level of importance of the goal...  
to develop skills of reading, writing, and mathematics?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	93.0	7.0	-	-	-	1.070	358
Age *							
18-27.....	96.1	3.9	-	-	-	1.0390	77
28-37.....	95.5	4.5	-	-	-	1.0455	110
38-47.....	88.0	12.0	-	-	-	1.1205	83
48-57.....	96.6	3.4	-	-	-	1.0339	59
58-67.....	85.7	14.3	-	-	-	1.1429	21
over 67.....	66.7	33.3	-	-	-	1.3333	3
Religious Affiliation							
Integrated.....	91.9	8.1	-	-	-	1.0806	211
Pentecostal Assemblies.....	96.6	3.4	-	-	-	1.0345	29
Roman Catholic.....	95.0	5.0	-	-	-	1.0500	100
Other.....	100.0	-	-	-	-	1.0000	9
Children in School							
Yes.....	93.6	6.4	-	-	-	1.0637	204
No.....	92.5	7.5	-	-	-	1.0748	147
School System							
Both.....	93.8	6.3	-	-	-	1.0625	32
Integrated.....	92.9	7.1	-	-	-	1.0714	112
Roman Catholic.....	95.1	4.9	-	-	-	1.0492	61

TABLE 5 continued ...

What is the level of importance of the goal...  
to develop skills of reading, writing, and mathematics?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	93.9	6.1	-	-	-	1.0606	66
Some High School.....	90.0	10.0	-	-	-	1.1000	50
Completed High School.....	92.2	7.8	-	-	-	1.0781	64
Some Post-Secondary.....	95.0	5.0	-	-	-	1.0500	40
Trade/Technical/Nursing....	94.0	6.0	-	-	-	1.0597	67
University Graduate.....	92.7	7.3	-	-	-	1.0732	41
<b>Length of Residency</b>							
less than 1 year.....	100.0	-	-	-	-	1.0000	9
1 - 4 years.....	97.3	2.7	-	-	-	1.0270	37
5 - 10 years.....	94.9	5.1	-	-	-	1.0513	39
more than 10 years.....	92.1	7.9	-	-	-	1.0787	267
<b>Posted by Employer</b>							
Yes.....	95.9	4.1	-	-	-	1.0405	74
No.....	92.5	7.5	-	-	-	1.0752	266
<b>Considers Oneself Native</b>							
Yes.....	96.5	3.5	-	-	-	1.0349	86
No.....	91.9	8.1	-	-	-	1.0808	260

"\*" means that the mean responses differ significantly.

TABLE 6

## Analysis of Variance

Goal: To develop skills of reading, writing, and mathematics.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	0.7469	5	0.1494	2.3976	0.0371*
Within Groups	21.6213	347	0.0623		
Total	22.3682	352			
<b>Religious Affiliation</b>					
Between Groups	0.1384	3	0.0461	0.7456	0.5255
Within Groups	21.3458	345	0.0619		
Total	21.4842	348			
<b>children in School</b>					
Between Groups	0.0105	1	0.0105	0.1645	0.6853
Within Groups	22.3484	349	0.0640		
Total	22.3589	350			
<b>School System</b>					
Between Groups	0.0196	2	0.0098	0.1627	0.8500
Within Groups	12.1560	202	0.0602		
Total	12.1756	204			

TABLE 6 continued...

## Analysis of Variance

Goal: To develop skills of reading, writing, and mathematics.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	0.0786	5	0.0157	0.2374	0.9458
Within Groups	21.3086	322	0.0662		
Total	21.3872	327			
<b>Length of Residency</b>					
Between Groups	0.1449	3	0.0483	0.7566	0.5191
Within Groups	22.2187	348	0.0638		
Total	22.3636	351			
<b>Posted by Employer</b>					
Between Groups	0.0695	1	0.0695	1.0990	0.2952
Within Groups	21.3746	338	0.0632		
Total	21.4441	339			
<b>Considers Oneself Native</b>					
Between Groups	0.1361	1	0.1361	2.1085	0.1474
Within Groups	22.1992	344	0.0645		
Total	22.3353	345			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

TABLE 7

What is the level of importance of the goal...  
to teach students to examine and use information?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	69.4	29.2	0.8	-	0.6	1.331	359
Age*							
18-27.....	1.5	33.3	2.6	-	2.6	1.4872	78
28-37.....	40.0	20.0	-	-	-	1.2000	110
38-47.....	71.1	28.9	-	-	-	1.2892	83
48-57.....	64.4	35.6	-	-	-	1.3559	59
58-67.....	57.1	38.1	4.8	-	-	1.4762	21
over 67.....	33.3	66.7	-	-	-	1.6667	3
Religious Affiliation*							
Integrated.....	68.7	30.3	0.9	-	-	1.3223	211
Pentecostal Assemblies.....	56.7	36.7	3.3	-	3.3	1.5667	30
Roman Catholic.....	76.0	24.0	-	-	-	1.2400	100
Other.....	66.7	22.2	-	-	11.1	1.6667	9
Children in School							
Yes.....	70.6	28.9	-	-	0.5	1.3088	204
No.....	67.6	29.7	2.0	-	0.7	1.3649	148
School System*							
Both.....	84.4	15.6	-	-	-	1.1563	32
Integrated.....	64.6	33.6	0.9	-	0.9	1.3894	113
Roman Catholic.....	78.7	21.3	-	-	-	1.2131	61

TABLE 7 continued...

What is the level of importance of the goal...  
to teach students to examine and use information?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	60.6	36.4	1.5	-	1.5	1.4545	66
Some High School.....	60.0	38.0	2.0	-	-	1.4200	50
Completed High School.....	66.2	32.3	1.5	-	-	1.3538	65
Some Post-Secondary.....	72.5	27.5	-	-	-	1.2750	40
Trade/Technical/Nursing....	79.1	20.9	-	-	-	1.2090	67
University Graduate.....	85.4	14.6	-	-	-	1.1463	41
<b>Length of Residency</b>							
less than 1 year.....	77.8	22.2	-	-	-	1.2222	9
1 - 4 years.....	75.7	24.3	-	-	-	1.2432	37
5 - 10 years.....	67.5	25.0	5.0	-	2.5	1.4500	40
more than 10 years.....	68.9	30.3	0.4	-	0.4	1.3258	267
<b>Posted by Employer</b>							
Yes.....	76.0	22.7	1.3	-	-	1.2533	75
No.....	67.7	30.8	0.8	-	0.8	1.3534	266
<b>Considers Oneself Native</b>							
Yes.....	70.1	27.6	1.1	-	1.1	1.3448	87
No.....	69.6	29.2	0.8	-	0.4	1.3231	260

"" means that the mean responses differ significantly.

When the analysis of variance was completed on these results, significant differences were identified within the variables: age, "religious affiliation", "school system" and "level of education". The analysis of variance is presented in Table 8 for all variables.

Further analysis by the Scheffé test indicated that the mean responses of the age groups, 18 to 27 and 28 to 37, differed significantly. The 28 to 37 group felt that this goal was more important than the 18 to 27 group.

The analysis of variance indicated significant differences within the "religious affiliation" variable for the goal "to teach students to examine and use information"; and the Scheffé test identified the differences between the Roman Catholic and the Pentecostal Assemblies respondents. Seventy-six percent of the Roman Catholic respondents said that this goal was "very important", compared to only 56.7% of the Pentecostal Assemblies respondents.

Significant differences were identified in the "school system" variable and the "level of education" variable by the analysis of variance; however, the Scheffé test did not identify any statistically significant differences between the groups within either of the variables.

TABLE 8

## Analysis of Variance

GOAL: To teach students to examine and use information.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	4.7529	5	0.9506	3.1938	0.0078**
Within Groups	103.5776	348	0.2976		
Total	108.3305	353			
<b>Religious Affiliation</b>					
Between Groups	13.5223	3	1.1741	3.9178	0.0090**
Within Groups	103.6920	346	0.2997		
Total	117.2143	349			
<b>Children in School</b>					
Between Groups	0.2694	1	0.2694	0.8743	0.3504
Within Groups	107.8414	350	0.3081		
Total	108.1108	351			
<b>School System</b>					
Between Groups	2.0243	2	1.0121	3.7144	0.0260*
Within Groups	55.3155	203	0.2725		
Total	57.3398	205			



TABLE 8 continued ...

## Analysis of Variance

GOAL: To teach students to examine and use information.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
Level of Education					
Between Groups	3.9126	5	0.7825	2.9535	0.0127*
Within Groups	85.5768	323	0.2649		
Total	89.4894	328			
Length of Residency					
Between Groups	0.9630	3	0.3210	1.0478	0.3715
Within Groups	106.9181	349	0.3064		
Total	107.8811	352			
Posted by Employer					
Between Groups	0.5856	1	0.5856	1.8913	0.1700
Within Groups	104.9686	339	0.3096		
Total	105.5542	340			
Considers Oneself Native					
Between Groups	0.0308	1	0.0308	0.0999	0.7522
Within Groups	106.5167	345	0.3087		
Total	106.5475	346			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

### Health and Safety

The fourth goal was "to help students practise and understand the ideas of health and safety". Forty-nine point six percent of the sample said that this goal was "very important", 45.4% said "important", 4.7% said "not very important", and 0.3% said "not at all important". The complete findings for this goal are presented in Table 9.

No significant differences were identified within any of the variables by the analysis of variance for this goal. The analysis of variance is presented in Table 10 for all variables.

### Privileges and Responsibilities

"To help students appreciate their privileges and responsibilities as members of the family" was considered to be "very important" by 49.7% of the respondents. The remaining responses and percentages for this goal were: 42.4% for "important"; 5.3% for "not very important"; 2.0% for "not at all important"; and 0.6% for "don't know". The complete findings for this goal are presented in Table 11.

When the analysis of variance was performed on the results for all variables, significant differences were indicated within the variables, age and "children in

TABLE 9

What is the level of importance of the goal...  
to help students practise and understand the ideas of health and safety?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	49.6	45.4	4.7	0.3	-	1.557	359
Age							
18-27.....	46.2	46.2	6.4	1.3	-	1.6282	78
28-37.....	46.4	48.2	5.5	-	-	1.5909	110
38-47.....	49.4	47.0	3.6	-	-	1.5422	83
48-57.....	50.8	44.1	5.1	-	-	1.5424	59
58-67.....	76.2	23.8	-	-	-	1.2381	21
over 67.....	33.3	66.7	-	-	-	1.6667	3
Religious Affiliation							
Integrated.....	46.0	48.8	4.7	0.5	-	1.5972	211
Pentecostal Assemblies.....	63.3	36.7	-	-	-	1.3667	30
Roman Catholic.....	54.0	41.0	5.0	-	-	1.5100	100
Other.....	55.6	33.3	11.1	-	-	1.5556	9
Children in School							
Yes.....	52.9	43.6	3.4	-	-	1.5049	204
No.....	45.3	48.0	6.1	0.7	-	1.6216	148
School System							
Both.....	53.1	40.6	6.3	-	-	1.5313	32
Integrated.....	46.0	51.3	2.7	-	-	1.5664	113
Roman Catholic.....	63.9	31.1	4.9	-	-	1.4098	61

TABLE 9 continued ...

What is the level of importance of the goal...  
to help students practise and understand the ideas of health and safety?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	59.1	39.4	1.5	-	-	1.4242	66
Some High School.....	60.0	30.0	8.0	2.0	-	1.5200	50
Completed High School.....	38.5	55.4	6.2	-	-	1.6769	65
Some Post-Secondary.....	50.0	47.5	2.5	-	-	1.5250	40
Trade/Technical/Nursing....	41.8	55.2	3.0	-	-	1.6119	67
University Graduate.....	39.0	51.2	9.8	-	-	1.7073	41
<b>Length of Residency</b>							
less than 1 year.....	11.1	77.8	11.1	-	-	2.0000	9
1 - 4 years.....	45.9	51.4	2.7	-	-	1.5676	37
5 - 10 years.....	45.0	47.5	5.0	2.5	-	1.6500	40
more than 10 years.....	51.7	43.4	4.9	-	-	1.5318	267
<b>Posted by Employer</b>							
Yes.....	50.7	46.7	2.7	-	-	1.5000	75
No.....	48.5	46.6	4.5	0.4	-	1.5677	266
<b>Considers Oneself Native</b>							
Yes.....	51.7	42.5	5.7	-	-	1.5402	87
No.....	47.7	47.3	4.6	0.4	-	1.5769	260

TABLE 10

## Analysis of Variance

GOAL: To help students practise and understand the ideas of health and safety.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	2.7227	5	0.5445	1.5217	0.1823
Within Groups	124.5315	348	0.3578		
Total	127.2542	353			
<b>Religious Affiliation</b>					
Between Groups	1.6371	3	0.5457	1.5358	0.2049
Within Groups	122.9372	346	0.3553		
Total	124.5743	349			
<b>Children in School</b>					
Between Groups	1.1685	1	1.1685	3.3034	0.0700
Within Groups	123.8059	350	0.3537		
Total	124.9744	351			
<b>School System</b>					
Between Groups	0.9812	2	0.4906	1.4983	0.2260
Within Groups	66.4751	203	0.3275		
Total	67.4563	205			

TABLE 10 continued ...

## Analysis of Variance

GOAL: To help students practise and understand the ideas of health and safety.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	3.2357	5	0.6471	1.8146	0.1095
Within Groups	115.1898	323	0.3566		
Total	118.4255	328			
<b>Length of Residency</b>					
Between Groups	2.2800	3	0.7600	2.1277	0.0964
Within Groups	124.6605	349	0.3572		
Total	126.9405	352			
<b>Posted by Employer</b>					
Between Groups	0.1329	1	0.1329	0.3819	0.5370
Within Groups	118.0020	339	0.3481		
Total	118.1349	340			
<b>Considers Oneself Native</b>					
Between Groups	0.0878	1	0.0878	0.2421	0.6230
Within Groups	125.0707	345	0.3625		
Total	125.1585	346			

TABLE 11

What is the level of importance of the goal...  
to help students appreciate their privileges and  
responsibilities as members of their families?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	49.7	42.4	5.3	2.0	0.6	1.612	356
Age*							
18-27.....	41.6	41.6	11.7	2.6	2.6	1.8312	77
28-37.....	51.4	42.2	4.6	1.8	-	1.5688	109
38-47.....	53.0	43.4	2.4	1.2	-	1.5181	83
48-57.....	50.0	44.8	1.7	3.4	-	1.5862	58
58-67.....	47.6	47.6	4.8	-	-	1.5714	21
over 67.....	100.0	-	-	-	-	1.0000	3
Religious Affiliation							
Integrated.....	45.2	46.7	5.7	2.4	-	1.6524	210
Pentecostal Assemblies.....	65.5	27.6	6.9	-	-	1.4138	29
Roman Catholic.....	54.5	39.4	4.0	-	2.0	1.5556	99
Other.....	44.4	44.4	-	11.1	-	1.7778	9
Children in School*							
Yes.....	52.0	44.6	2.5	1.0	-	1.5248	202
No.....	46.3	40.8	8.8	2.7	1.4	1.7211	147
School System							
Both.....	58.1	32.3	3.2	6.5	-	1.5806	31
Integrated.....	46.4	50.0	2.7	0.9	-	1.5804	112
Roman Catholic.....	61.7	36.7	1.7	-	-	1.4000	60

TABLE 11 continued ...

What is the level of importance of the goal...  
to help students appreciate their privileges and  
responsibilities as members of their families?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	59.1	37.9	3.0	-	-	1.4394	66
Some High School.....	64.0	22.0	8.0	4.0	2.0	1.5800	50
Completed High School.....	36.5	54.0	4.8	3.2	1.6	1.7937	63
Some Post-Secondary.....	45.0	50.0	5.0	-	-	1.6000	40
Trade/Technical/Nursing....	51.5	42.4	4.5	1.5	-	1.5606	66
University Graduate.....	36.6	53.7	7.3	2.4	-	1.7561	41
<b>Length of Residency</b>							
less than 1 year.....	11.1	66.7	11.1	11.1	-	2.2222	9
1 - 4 years.....	48.6	43.2	8.1	-	-	1.5946	37
5 - 10 years.....	48.7	46.2	2.6	2.6	-	1.5897	39
more than 10 years.....	51.3	41.1	4.9	1.9	0.8	1.5962	265
<b>Posted by Employer</b>							
Yes.....	45.2	46.6	6.8	1.4	-	1.6438	73
No.....	51.3	42.3	4.2	1.9	0.4	1.5774	265
<b>Considers Oneself Native</b>							
Yes.....	52.3	41.9	3.5	1.2	1.2	1.5698	86
No.....	48.1	43.4	5.8	2.3	0.4	1.6357	258

\*\*\* means that the mean responses differ significantly.



school". The analysis of variance is presented in Table 12 for all variables.

The Scheefé F test could not identify any statistically significant differences within the age variable.

Ninety-six point six percent of the respondents with children in school indicated that "to help students appreciate their privileges and responsibilities as family members" was either "very important" or "important". Only 87.1% of those respondents without children in school chose one of these responses.

#### Good Citizenship

When respondents were asked their level of importance of the goal "to develop good citizenship", 47.% of the respondents stated "very important". Forty-six point six percent of the respondents stated "important", compared to, 5.0% stated "not very important", 0.3% stated "not at all important", and 0.8% stated "don't know". The complete findings for this goal are presented in Table 13.

The analysis of variance indicated that there were significant differences between the mean responses within the variables, age and "children in school".

TABLE 12

## Analysis of Variance

GOAL: To help students appreciate their privileges and responsibilities as members of their families.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	5.8310	5	1.1662	2.2418	0.0498
Within Groups	179.4739	345	0.5202		
Total	185.3049	350			
<b>Religious Affiliation</b>					
Between Groups	2.0391	3	0.6797	1.3197	0.2678
Within Groups	176.6583	343	0.5150		
Total	178.6974	346			
<b>Children in School</b>					
Between Groups	3.2798	1	3.2798	6.4685	0.0114*
Within Groups	175.9409	347	0.5070		
Total	179.2207	348			
<b>School System</b>					
Between Groups	1.3758	2	0.6879	1.7816	0.1710
Within Groups	77.2252	200	0.3861		
Total	78.6010	202			

TABLE 12 continued ...

## Analysis of Variance

GOAL: To help students appreciate their privileges and responsibilities as members of their families.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	5.1270	5	1.0254	1.9746	0.0820
Within Groups	166.1736	320	0.5193		
Total	171.3006	325			
<b>Length of Residency</b>					
Between Groups	3.4477	3	1.1492	2.1883	0.0892
Within Groups	181.7066	346	0.5252		
Total	185.1543	349			
<b>Posted by Employer</b>					
Between Groups	0.2529	1	0.2529	0.5265	0.4686
Within Groups	161.4039	336	0.4804		
Total	161.6568	337			
<b>Considers Oneself Native</b>					
Between Groups	0.2800	1	0.2800	0.5238	0.4697
Within Groups	182.8333	342	0.5346		
Total	183.1133	343			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

TABLE 13

What is the level of importance of the goal...  
to develop good citizenship?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	47.2	46.6	5.0	0.3	0.8	1.609	358
Age *							
18-27.....	33.3	50.0	14.1	-	2.6	1.8846	78
28-37.....	49.5	47.7	2.8	-	-	1.5321	109
38-47.....	54.2	43.4	1.2	1.2	-	1.4940	83
48-57.....	49.2	47.5	1.7	-	1.7	1.5763	59
58-67.....	47.6	42.9	9.5	-	-	1.6190	21
over 67.....	66.7	33.3	-	-	-	1.3333	3
Religious Affiliation							
Integrated.....	42.7	51.7	4.7	0.5	0.5	1.6445	211
Pentecostal Assemblies.....	56.7	36.7	6.7	-	-	1.5000	30
Roman Catholic.....	53.5	40.4	4.0	-	1.0	1.5657	99
Other.....	44.4	33.3	22.2	-	-	1.7778	9
Children in School *							
Yes.....	50.5	47.5	1.0	0.5	0.5	1.5294	204
No.....	42.9	44.9	10.9	-	-	1.7211	147
School System							
Both.....	59.4	40.6	-	-	-	1.4063	32
Integrated.....	43.4	54.0	1.8	0.9	-	1.6018	113
Roman Catholic.....	59.0	39.3	-	-	1.6	1.4590	61

TABLE 13 continued ...

What is the level of importance of the goal...  
to develop good citizenship?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	53.0	42.4	3.0	-	1.5	1.5455	66
Some High School.....	48.0	44.0	4.0	2.0	2.0	1.6600	50
Completed High School.....	40.6	50.0	7.8	-	1.6	1.7188	64
Some Post-Secondary.....	32.5	62.5	5.0	-	-	1.7250	40
Trade/Technical/Nursing....	52.2	44.8	3.0	-	-	1.5705	67
University Graduate.....	46.3	46.3	7.3	-	-	1.6098	41
<b>Length of Residency</b>							
less than 1 year.....	22.2	55.6	22.2	-	-	2.0000	9
1 - 4 years.....	43.2	54.1	2.7	-	-	1.5946	37
5 - 10 years.....	40.0	57.5	2.5	-	-	1.6250	40
more than 10 years.....	49.6	44.0	4.9	0.4	1.1	1.5940	266
<b>Posted by Employer</b>							
Yes.....	50.0	43.2	6.8	-	-	1.5676	74
No.....	45.9	48.9	4.1	0.4	0.8	1.6128	266
<b>Considers Oneself Native</b>							
Yes.....	47.1	42.5	9.2	-	-	1.6552	87
No.....	46.7	48.6	3.5	0.4	0.8	1.5985	259

\*\* means that the mean responses differ significantly.

The analysis of variance is presented in Table 14 for all the variables.

Using the Scheffé test, significant differences were identified between the groups: 18 to 27 and 28 to 37; and, 18 to 27 and 38 to 47. In the above three groups, as the age of the respondents increased so did the level of importance for this goal.

Ninety-eight percent of the respondents who had children in school indicated that "to develop good citizenship" was either "very important" or "important", compared to 87.8% for those who did not have children in school.

#### Law and Order

The majority of the respondents, 66.3%, felt that "to encourage respect for law and order" was a "very important" goal for schools to address. Thirty point six percent said that it was "important", 1.9% said "not very important", 0.6% said "not at all important", and 0.6% said "don't know". The complete findings for this goal are presented in Table 15.

The analysis of variance identified significant differences between the mean responses within in the variables: "children in school", "level of education", and "length of residency". The analysis of variance is presented in Table 16 for all variables.

TABLE 14

## Analysis of Variance

GOAL: To develop good citizenship.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	7.9581	5	1.5916	3.5893	0.0035**
Within Groups	153.8720	347	0.4434		
Total	161.8301	352			
<b>Religious Affiliation</b>					
Between Groups	1.0593	3	0.1531	0.7627	0.5156
Within Groups	159.7200	345	0.4630		
Total	160.7793	348			
<b>Children in School</b>					
Between Groups	3.1389	1	3.1389	6.9164	0.0089**
Within Groups	158.3882	349	0.4538		
Total	161.5271	350			
<b>School System</b>					
Between Groups	1.3793	2	0.6897	1.9459	0.1455
Within Groups	71.9459	203	0.3544		
Total	73.3252	205			

TABLE 14 continued ...

## Analysis of Variance

GOAL: To develop good citizenship.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	2.3643	5	0.4729	1.0219	0.4046
Within Groups	148.9985	322	0.4627		
Total	151.3628	327			
<b>Length of Residency</b>					
Between Groups	1.4534	3	0.4845	1.0641	0.3644
Within Groups	158.4443	348	0.4553		
Total	159.8977	351			
<b>Posted by Employer</b>					
Between Groups	0.1184	1	0.1184	0.2792	0.5976
Within Groups	143.2787	338	0.4239		
Total	143.3971	339			
<b>Considers Oneself Native</b>					
Between Groups	0.2095	1	0.2095	0.4564	0.4998
Within Groups	157.8946	344	0.4590		
Total	158.1041	345			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001



TABLE 15

What is the level of importance of the goal...  
to encourage respect for law and order?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample</b> .....	66.3	30.6	1.9	0.6	0.6	1.384	359
<b>Age</b>							
18-27.....	61.5	29.5	3.8	2.6	2.6	1.5513	78
28-37.....	65.5	32.7	1.8	-	-	1.3636	110
38-47.....	69.9	27.7	2.4	-	-	1.5253	83
48-57.....	67.8	32.2	-	-	-	1.3220	59
58-67.....	71.4	28.6	-	-	-	1.2857	21
over 67.....	66.6	33.3	-	-	-	1.3333	3
<b>Religious Affiliation</b>							
Integrated.....	59.7	36.5	3.3	-	0.5	1.4502	211
Pentecostal Assemblies.....	83.3	13.3	-	3.3	-	1.2333	30
Roman Catholic.....	76.0	22.0	-	1.0	1.0	1.2900	100
Other.....	55.6	44.4	-	-	-	1.4444	9
<b>Children in School*</b>							
Yes.....	69.1	29.9	1.0	-	-	1.3186	204
No.....	62.8	31.1	3.4	1.4	1.4	1.4730	148
<b>School System</b>							
Both.....	71.9	28.1	-	-	-	1.2813	32
Integrated.....	65.5	31.9	1.8	0.9	-	1.3805	113
Roman Catholic.....	73.8	26.2	-	-	-	1.2623	61

TABLE 15 continued ...

What is the level of importance of the goal...  
to encourage respect for law and order?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	80.3	18.2	-	1.5	-	1.2273	66
Some High School.....	68.0	24.0	4.0	-	4.0	1.4800	50
Completed High School.....	58.5	36.9	3.1	1.5	-	1.4769	65
Some post-secondary.....	70.0	30.0	-	-	-	1.3000	40
Trade/Technical/Nursing....	64.2	35.8	-	-	-	1.3582	67
University Graduate.....	48.8	43.9	7.3	-	-	1.5854	41
<b>Length of Residency*</b>							
less than 1 year.....	22.2	66.7	11.1	-	-	1.8889	9
1 - 4 years.....	59.5	37.8	2.7	-	-	1.4324	37
5 - 10 years.....	57.5	37.5	-	2.5	2.5	1.5500	40
more than 10 years.....	70.0	27.3	1.9	0.4	0.4	1.3371	267
<b>Posted by Employer</b>							
Yes.....	64.0	30.7	2.7	2.7	-	1.4400	75
No.....	67.3	30.5	1.9	-	0.4	1.3571	266
<b>Considers Oneself Native</b>							
Yes.....	67.8	26.4	2.3	2.3	1.1	1.4253	87
No.....	65.4	32.3	1.9	-	0.4	1.3769	260

\*\* means that the mean responses differ significantly.

TABLE 16

## Analysis of Variance

GOAL: To encourage respect for law and order.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	2.9514	5	0.5903	1.5705	0.1677
Within Groups	130.8000	348	0.3759		
Total	133.7514	353			
<b>Religious Affiliation</b>					
Between Groups	2.5222	3	0.8407	2.2307	0.0344
Within Groups	130.4064	346	0.3769		
Total	132.9286	349			
<b>Children in School</b>					
Between Groups	2.0433	1	2.0433	5.4517	0.0201*
Within Groups	131.1811	350	0.3748		
Total	133.2244	351			
<b>School System</b>					
Between Groups	0.6442	2	0.3221	1.1908	0.3061
Within Groups	54.9092	203	0.2705		
Total	55.5534	205			

TABLE 16 continued ...

## Analysis of Variance

GOAL: To encourage respect for law and order.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	4.5917	5	0.9183	2.3914	0.0377*
Within Groups	124.0405	323	0.3840		
Total	128.6322	328			
<b>Length of Residency</b>					
Between Groups	4.0705	3	1.3568	3.6557	0.0128*
Within Groups	129.5329	349	0.3712		
Total	133.6034	352			
<b>Posted by Employer</b>					
Between Groups	0.4017	1	0.4017	1.1583	0.2826
Within Groups	117.5514	339	0.3468		
Total	117.9531	340			
<b>Considers Oneself Native</b>					
Between Groups	0.1525	1	0.1525	0.3975	0.5288
Within Groups	132.3259	345	0.3836		
Total	132.4784	346			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

Ninety-nine percent of those with children in school said "to encourage respect for law and order", was either "very important" or "important". This compares to 93.9% for those who do not have children in school.

The analysis of variance identified significant differences within the variables, "level of education" and length of residency in Happy Valley-Goose Bay; however, the Scheffé test could not identify any statistically significant differences between the mean responses of any groups within these two variables.

#### Personal Problems

"To help students overcome personal problems" was seen by 47.6% of the respondents as being a "very important" goal. Another 43.5% said "important", 6.4% said "not very important", 0.4% said "not at all important", and 1.1% stated "don't know". The complete findings for this goal are presented in Table 17.

As may be seen in Table 18, the analysis of variance did not identify any significant differences within any of the independent variables.

#### Understanding Others

"To develop respect for and understanding of

TABLE 17

What is the level of importance of the goal...  
to help students overcome personal problems?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	47.6	43.5	6.4	1.4	1.1	1.649	359
Age							
18-27.....	44.9	42.3	7.7	3.8	1.3	1.7436	78
28-37.....	44.5	45.5	8.2	0.9	0.9	1.6818	110
38-47.....	44.6	48.2	6.0	-	1.2	1.6506	83
48-57.....	50.8	45.8	-	1.7	1.7	1.5763	59
58-67.....	71.4	19.0	9.5	-	-	1.3810	21
over 67.....	66.7	-	33.3	-	-	1.6667	3
Religious Affiliation							
Integrated.....	42.2	47.4	8.1	1.4	0.9	1.7156	211
Pentecostal Assemblies.....	56.7	43.3	-	-	-	1.4333	30
Roman Catholic.....	56.0	37.0	5.0	1.0	1.0	1.5400	100
Other.....	66.7	22.2	11.1	-	-	1.4444	9
Children in School							
Yes.....	48.0	45.6	4.9	0.5	1.0	1.6078	204
No.....	47.3	40.5	8.8	2.0	1.4	1.6959	148
School System							
Both.....	56.3	34.4	3.1	6.3	-	1.5938	32
Integrated.....	39.8	52.2	7.1	-	0.9	1.6691	113
Roman Catholic.....	57.4	39.3	1.6	-	1.6	1.4918	61

TABLE 17 continued ...

What is the level of importance of the goal...  
to help students overcome personal problems?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	57.6	37.9	3.0	-	1.5	1.5000	66
Some High School.....	44.0	44.0	6.0	2.0	4.0	1.7800	50
Completed High School.....	35.4	55.4	6.2	1.5	1.5	1.7846	65
Some post-secondary.....	47.5	42.5	7.5	2.5	-	1.6500	40
Trade/Technical/Nursing....	50.7	41.8	6.0	1.5	-	1.5821	67
University Graduate.....	41.5	43.9	12.2	2.4	-	1.7561	41
<b>Length of Residency</b>							
less than 1 year.....	11.1	66.7	22.2	-	-	2.1111	9
1 - 4 years.....	35.1	51.4	10.8	-	2.7	1.8378	37
5 - 10 years.....	37.5	55.0	7.5	-	-	1.7000	40
more than 10 years.....	51.7	40.1	5.2	1.9	1.1	1.6067	267
<b>Posted by Employer</b>							
Yes.....	45.3	45.3	9.3	-	-	1.6400	75
No.....	48.1	43.6	6.0	0.8	1.5	1.6391	266
<b>Considers Oneself Native</b>							
Yes.....	49.4	41.4	6.9	1.1	1.1	1.6322	87
No.....	46.9	44.2	6.2	1.5	1.2	1.6577	260

TABLE 18

## Analysis of Variance

GOAL: To help students overcome personal problems.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	2.6340	5	0.5268	0.9092	0.4751
Within Groups	201.6287	348	0.5794		
Total	204.2627	353			
<b>Religious Affiliation</b>					
Between Groups	3.8213	3	1.2738	2.4035	0.0674
Within Groups	183.3673	346	0.5300		
Total	187.1886	349			
<b>Children in School</b>					
Between Groups	0.6658	1	0.6658	1.1772	0.2787
Within Groups	197.9450	350	0.5656		
Total	198.6108	351			
<b>School System</b>					
Between Groups	1.7315	2	0.8657	1.7106	0.1833
Within Groups	102.7346	203	0.5061		
Total	104.4661	205			



TABLE 18 continued ...

## Analysis of Variance

GOAL: To help students overcome personal problems.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	4.1978	5	0.8376	1.4346	0.2113
Within Groups	189.0241	323	0.5852		
Total	193.2219	328			
<b>Length of Residency</b>					
Between Groups	3.8119	3	1.2706	2.2170	0.0859
Within Groups	200.0238	349	0.5731		
Total	203.8357	352			
<b>Posted by Employer</b>					
Between Groups	0.0000	1	0.0000	0.0001	0.9925
Within Groups	184.6334	339	0.5446		
Total	184.6334	340			
<b>Considers Oneself Native</b>					
Between Groups	0.0424	1	0.0424	0.0729	0.7873
Within Groups	200.7645	345	0.5819		
Total	200.8069	346			

other races, religions, nations and cultures" was considered to be a "very important" goal by 55.2% of the respondents. Forty-one point two percent replied "important", compared to, 2.8% who replied "not very important" and 0.6% who replied "not at all important". Only 0.3% of the respondents chose "don't know". The complete findings for this goal are presented in Table 19.

The analysis of variance indicated that there were significant differences within the variables, "religious affiliation" and "school system"; however, the Scheffé test was not able to identify any statistically significant differences between the mean responses of any groups within these two variables. The analysis of variance is presented in Table 20 for all variables.

#### Leisure Time

When the respondents were asked to indicate the level of importance of the goal "to help students learn how to make good use of their leisure time", 28.4% chose "very important" and 50.4% chose "important". Sixteen point four percent of the respondents chose "not very important", 3.9% chose "not at all important", and 0.8% chose "don't know". The complete findings for this goal are presented in Table 21.

TABLE 19

What is the level of importance of the goal...  
to develop respect for and understanding of other  
races, religions, nations and cultures?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	55.2	41.2	2.8	0.6	0.3	1.496	359
Age							
18-27.....	50.0	43.6	5.1	-	1.3	1.5897	78
28-37.....	49.1	48.2	1.8	0.9	-	1.5455	110
38-47.....	54.2	42.2	2.4	1.2	-	1.5060	83
48-57.....	67.8	28.8	3.4	-	-	1.3559	59
58-67.....	71.4	28.6	-	-	-	1.2857	21
over 67.....	66.7	33.3	-	-	-	1.3333	3
Religious Affiliation*							
Integrated.....	50.2	46.0	2.8	0.5	0.5	1.5498	211
Pentecostal Assemblies.....	50.0	46.7	3.3	-	-	1.5333	30
Roman Catholic.....	67.0	31.0	2.0	-	-	1.3500	100
Other.....	55.6	33.3	11.1	-	-	1.5556	9
Children in School							
Yes.....	53.4	43.6	2.0	1.0	-	1.5049	204
No.....	57.4	38.5	3.4	-	0.7	1.4797	148
School System*							
Both.....	50.0	43.8	3.1	3.1	-	1.5938	32
Integrated.....	48.7	46.0	4.4	0.9	-	1.5752	113
Roman Catholic.....	65.6	34.4	-	-	-	1.3443	61

TABLE 19 continued ...

What is the level of importance of the goal...  
to develop respect for and understanding of other  
races, religions, nations and cultures?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	69.7	28.8	1.5	-	-	1.3182	66
Some High School.....	56.0	36.0	4.0	2.0	2.0	1.5800	50
Completed High School.....	43.1	50.8	6.2	-	-	1.6308	65
Some post-secondary.....	57.5	40.0	2.5	-	-	1.4500	40
Trade/Technical/Nursing....	50.7	46.3	1.5	1.5	-	1.5373	67
University Graduate.....	58.5	39.0	2.4	-	-	1.4390	41
<b>Length of Residency</b>							
less than 1 year.....	33.3	55.6	11.1	-	-	1.7778	9
1 - 4 years.....	45.9	54.1	-	-	-	1.5405	37
5 - 10 years.....	55.0	37.5	5.0	-	2.5	1.5750	40
more than 10 years.....	56.9	39.7	2.6	0.7	-	1.4719	267
<b>Posted by Employer</b>							
Yes.....	53.3	42.7	4.0	-	-	1.5067	75
No.....	55.6	41.4	2.3	0.4	0.4	1.4850	266
<b>Considers Oneself Native</b>							
Yes.....	52.9	42.5	4.6	-	-	1.5172	87
No.....	55.8	40.8	2.3	0.8	0.4	1.4923	260

\*\*\* means that the mean responses differ significantly.

**TABLE 20**  
Analysis of Variance

GOAL: To develop respect for and understanding of other races, religions, nations and cultures.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	3.1279	5	0.6256	1.6828	0.1380
Within Groups	129.3693	348	0.3718		
Total	132.4972	353			
<b>Religious Affiliation</b>					
Between Groups	2.8079	3	0.9360	2.6401	0.0494*
Within Groups	122.6664	346	0.3545		
Total	125.4743	349			
<b>Children in School</b>					
Between Groups	0.0543	1	0.0543	0.1464	0.7022
Within Groups	129.9343	350	0.3712		
Total	129.9886	351			
<b>School System</b>					
Between Groups	2.3807	2	1.1904	3.3057	0.0387*
Within Groups	73.0999	203	0.3601		
Total	75.4806	205			

Table 20 continued...

## Analysis of Variance

GOAL: To develop respect for and understanding of other races, religions, nations and cultures.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	3.9522	5	0.7904	2.0878	0.0666
Within Groups	122.2909	323	0.3786		
Total	126.2431	328			
<b>Length of Residency</b>					
Between Groups	1.1902	3	0.3967	1.0565	0.3677
Within Groups	131.0591	349	0.3755		
Total	132.2493	352			
<b>Posted by Employer</b>					
Between Groups	0.0276	1	0.0276	0.0771	0.7814
Within Groups	121.1865	339	0.3575		
Total	121.2141	340			
<b>Considers Oneself Native</b>					
Between Groups	0.0405	1	0.0405	0.1070	0.7438
Within Groups	130.7088	345	0.3789		
Total	130.7493	346			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

TABLE 21

What is the level of importance of the goal...  
to help students learn how to make good use of their leisure time?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	28.4	50.4	16.4	3.9	0.8	1.983	359
Age*							
18-27.....	16.7	41.0	32.1	9.0	1.3	2.3718	78
28-37.....	24.5	59.1	13.6	2.7	-	1.9455	110
38-47.....	34.9	53.0	8.4	1.2	2.4	1.8313	83
48-57.....	31.6	49.2	13.6	1.7	-	1.8136	59
58-67.....	4.9	38.1	9.5	9.5	-	1.8571	21
over 67.....	26.7	33.3	-	-	-	1.3333	3
Religious Affiliation*							
Integrated.....	22.7	52.6	19.9	3.8	0.9	2.0758	211
Pentecostal Assemblies.....	33.3	60.0	3.3	3.3	-	1.7667	30
Roman Catholic.....	40.0	44.0	12.0	4.0	-	1.8000	100
Other.....	22.2	55.6	22.2	-	-	2.0000	9
Children in School*							
Yes.....	28.9	56.4	12.3	1.5	1.0	1.8922	204
No.....	27.7	43.2	21.6	6.8	0.7	2.0946	148
School System*							
Both.....	34.4	46.9	12.5	6.3	-	1.9063	32
Integrated.....	23.0	59.3	15.0	1.8	0.9	1.9823	113
Roman Catholic.....	39.3	55.7	3.3	-	1.6	1.6885	61

TABLE 21 continued ...

What is the level of importance of the goal...  
to help students learn how to make good use of their leisure time?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	42.4	45.5	10.6	1.5	-	1.7121	66
Some High School.....	30.0	50.0	12.0	4.0	4.0	2.0200	50
Completed High School.....	26.2	44.6	24.6	4.6	-	2.0769	65
Some post-secondary.....	17.5	55.0	20.0	7.5	-	2.1750	40
Trade/Technical/Nursing....	28.4	56.7	9.0	4.5	1.5	1.9403	67
University Graduate.....	26.8	46.3	22.0	4.9	-	2.0488	41
<b>Length of Residency</b>							
less than 1 year.....	11.1	44.4	44.4	-	-	2.3333	9
1 - 4 years.....	24.3	54.1	13.5	5.4	2.7	2.0811	37
5 - 10 years.....	25.0	57.5	15.0	2.5	-	1.9500	40
more than 10 years.....	30.3	49.4	15.4	4.1	0.7	1.9551	267
<b>Posted by Employer</b>							
Yes.....	28.0	53.3	17.3	1.3	-	1.9200	75
No.....	29.9	50.4	14.7	4.5	1.1	1.9774	266
<b>Considers Oneself Native</b>							
Yes.....	24.1	54.0	21.8	-	-	1.9770	87
No.....	29.6	50.0	13.8	5.4	1.2	1.9846	260

"\*" means that the mean responses differ significantly.



The analysis of variance indicated that there were significant differences within the variables: age, "religious affiliation", "children in school", and "school system". The analysis of variance is presented in Table 22 for all variables.

The Scheffé test identified that the mean responses between three different groups within the age variable differed significantly; 18 to 27, were significantly different from the following groups: 28 to 37; 38 to 47; and 48 to 57. As the age of the respondents increased, so did the level of importance for this goal.

Significant differences were indicated within the variable, "religious affiliation", and the Scheffé test identified that the difference in mean responses was between the Roman Catholic and Integrated respondents. Eighty-eight percent of the Roman Catholic respondents said "to help students learn how to make good use of their leisure time" was either a "very important" or "important" goal, this compared to 75.3% for the Integrated respondents.

Significant differences were found between those respondents who had children in school and those who did not. Eighty-five point three percent of the respondents who had children in school chose either

TABLE 22

## Analysis of Variance

GOAL: To help students learn how to make good use of their leisure time.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	17.1451	5	3.4290	5.3340	0.0001***
Within Groups	223.7165	348	0.6429		
Total	240.8616	353			
<b>Religious Affiliation</b>					
Between Groups	6.5009	3	2.1670	3.4057	0.0179*
Within Groups	220.1534	346	0.6363		
Total	226.6543	349			
<b>Children in School</b>					
Between Groups	3.5151	1	3.5151	5.2960	0.0220*
Within Groups	232.3031	350	0.6637		
Total	235.8181	351			
<b>School System</b>					
Between Groups	3.4386	2	1.7193	3.1227	0.0462*
Within Groups	111.7653	203	0.5506		
Total	115.2039	205			

TABLE 22 continued...

## Analysis of Variance

GOAL: To help students learn how to make good use of their leisure time.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	7.2412	5	1.4482	2.0830	0.0672
Within Groups	224.5643	323	0.6952		
Total	231.8055	328			
<b>Length of Residency</b>					
Between Groups	1.7013	3	0.5671	0.8312	0.4774
Within Groups	238.1174	349	0.6823		
Total	239.8187	352			
<b>Posted by Employer</b>					
Between Groups	0.1931	1	0.1931	0.2853	0.5936
Within Groups	229.3847	339	0.6767		
Total	229.5778	340			
<b>Considers Oneself Native</b>					
Between Groups	0.0038	1	0.0038	0.0055	0.9409
Within Groups	235.8925	345	0.6837		
Total	235.8963	346			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

"very important" or "important" for this goal, this compared to 70.9% of the respondents with no children in school who chose one of these two responses.

The Scheffé test identified a significant difference in the responses of those having children in the Integrated and Roman Catholic school systems. Those who sent their children to Roman Catholic schools said that the goal, "to help students learn how to make good use of their leisure time" was "very important" or "important", 95% of the time. Eighty-two point three percent of those who sent their children to schools in the Integrated system chose one of these two responses.

#### Working Life

In response to the last stated goal, "to help prepare students for adult working life", 98.4% of the respondents felt this was either a "very important" or "important" goal. All the responses and percentages for this question were: "very important", 68.2%; "important", 30.2%; "not very important", 1.1%; and, "not at all important", 0.6%. The complete findings for this goal are presented in Table 23.

The analysis of variance indicated significant differences in the mean responses within the age variable; however, when the Scheffé test was completed,

TABLE 23

What is the level of importance of the goal...  
to help prepare students for adult working life?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample</b> .....	68.2	30.2	1.1	0.6	-	1.341	358
<b>Age *</b>							
18-27.....	57.7	37.2	3.8	1.3	-	1.4872	78
28-37.....	70.9	28.2	0.7	-	-	1.3000	110
38-47.....	77.1	22.9	-	-	-	1.2289	83
48-57.....	62.7	35.6	-	1.7	-	1.4068	59
58-67.....	76.2	23.8	-	-	-	1.2381	21
over 67.....	66.7	33.3	-	-	-	1.3333	3
<b>Religious Affiliation</b>							
Integrated.....	71.6	26.1	1.4	0.9	-	1.3175	211
Pentecostal Assemblies.....	70.0	30.0	-	-	-	1.3000	30
Roman Catholic.....	64.0	35.0	1.0	-	-	1.3700	100
Other.....	44.4	55.6	-	-	-	1.5556	9
<b>Children in School</b>							
Yes.....	71.1	28.4	0.5	-	-	1.2941	204
No.....	65.5	31.8	2.0	0.7	-	1.3784	148
<b>School System</b>							
Both.....	81.3	15.6	-	3.1	-	1.2500	32
Integrated.....	63.7	35.4	0.9	-	-	1.3717	113
Roman Catholic.....	75.4	24.6	-	-	-	1.2459	61

TABLE 23 continued ...

What is the level of importance of the goal...  
to help prepare students for adult working life?

	VERY IMPORTANT (%)	IMPORTANT (%)	NOT VERY IMPORTANT (%)	NOT AT ALL IMPORTANT (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	75.8	24.2	-	-	-	1.2424	66
Some High School.....	72.0	24.0	2.0	2.0	-	1.3400	50
Completed High School.....	67.7	29.2	3.1	-	-	1.3538	65
Some post-secondary.....	60.0	40.0	-	-	-	1.4000	40
Trade/Technical/Nursing....	67.2	31.3	1.5	-	-	1.3433	67
University Graduate.....	65.9	31.7	-	2.4	-	1.3902	41
<b>Length of Residency</b>							
less than 1 year.....	44.4	55.6	-	-	-	1.5556	9
1 - 4 years.....	64.9	35.1	-	-	-	1.3514	37
5 - 10 years.....	60.0	37.5	-	2.5	-	1.4500	40
more than 10 years.....	70.8	27.3	1.5	0.4	-	1.3146	267
<b>Posted by Employer</b>							
Yes.....	68.0	32.0	-	-	-	1.3200	75
No.....	67.3	30.5	1.5	0.8	-	1.3571	266
<b>Considers Oneself Native</b>							
Yes.....	66.7	31.0	2.3	-	-	1.3563	87
No.....	68.5	30.0	0.8	0.8	-	1.3385	260

"\*" means that the mean response differ significantly.

no statistically significant differences could be identified. The analysis of variance is presented in Table 24 for all variables.

### Summary

The results discussed in this chapter clearly point out that the people of Happy Valley-Goose Bay view "a good education as being important to one's success in the future."

They felt that the most important goal for schools to address was the "teaching of the basics". This was followed closely by teaching students "to examine and use information", and "preparing students for adult working life". Other goals presented in this study in the order of importance as determined by the respondents in this study were: "to encourage respect for law and order"; "to develop respect for and understanding of other races, religions, nations, and cultures"; "to help students practise and understand the ideas of health and safety"; "to develop good citizenship"; "to help students appreciate their privileges and responsibilities as members of their families"; "to help students overcome personal problems"; "to help students learn how to make good use of their leisure time"; and "to help students understand Christian Principles".

TABLE 24

## Analysis of Variance

GOAL: To help prepare students for adult working life.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	3.3708	5	0.6742	2.4451	0.0339*
Within Groups	95.9513	348	0.2757		
Total	99.3221	353			
<b>Religious Affiliation</b>					
Between Groups	0.6598	3	0.2199	0.7800	0.5057
Within Groups	97.5573	346	0.2820		
Total	98.2171	349			
<b>Children in School</b>					
Between Groups	0.6090	1	0.6090	2.3380	0.1272
Within Groups	91.1638	350	0.2605		
Total	91.7728	351			
<b>School System</b>					
Between Groups	0.7894	2	0.3947	1.5498	0.2148
Within Groups	51.7009	203	0.2547		
Total	52.4903	205			



TABLE 24 continued ...

## Analysis of Variance

GOAL: To help prepare students for adult working life.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	0.8868	5	0.1774	0.6182	0.6860
Within Groups	92.6633	323	0.2869		
Total	93.5501	328			
<b>Length of Residency</b>					
Between Groups	1.0791	3	0.3597	1.2793	0.2813
Within Groups	98.1277	349	0.2812		
Total	99.2068	352			
<b>Posted by Employer</b>					
Between Groups	0.0807	1	0.0807	0.2809	0.5964
Within Groups	97.3914	339	0.2873		
Total	97.4721	340			
<b>Considers Oneself Native</b>					
Between Groups	0.0208	1	0.0208	0.0731	0.7871
Within Groups	98.1694	345	0.2845		
Total	98.1902	346			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

When the results for the 12 questions or parts of questions in this chapter were analysed by the analysis of variance, the most significant differences between the mean responses, 8, were detected in the age variable.

The number of cases when the mean responses between the groups differed significantly within each of the other variables were: "children in school", 5; "religious affiliation", 4; "school system", 4; "level of education", 2; "length of residency", 1; and "posted by employer" and "considers oneself native", 0.

Chapter 5  
Analysis of Data (2)

Introduction

In this chapter, the findings for questions 3, 4, 5, 6, 7, 8, 9, and 11 on the questionnaire will be presented. The first group of issues to be analysed include: "the satisfaction with aspects of student life, administration, and teaching"; and "the satisfaction with selected courses, programs and services, and facilities." The remaining issues include: "the grading of the local schools"; "comparing education systems"; and "the best feature of the local schools."

As in chapter 4, all the descriptive statistics will be presented in tabular form for the total sample and all the independent variables. The results of each question will be discussed for the total sample, as well as the results within the independent variables when these two conditions are met: (1) there has been a significant difference identified by the analysis of variance at the 0.05 level and (2) the Scheffé test has identified exactly where the significant differences exist.

If the analysis of variance has indicated a significant difference within an independent variable, then an asterisk will appear after the variable in the

descriptive statistics table. The analysis of variance for each independent variable will be presented in the table following the descriptive statistics.

Satisfaction with Aspects of Administration,  
Teaching and Student Life

In this question, the subjects were asked to what extent were they satisfied or dissatisfied with each of the stated aspects of the schools in Happy Valley-Goose Bay. The possible responses were: "very satisfied", "satisfied", "dissatisfied", "very dissatisfied", and "don't know".

Quality of Education.

Fourteen point five percent of the respondents were "very satisfied" with "the quality of teaching", 64.2% replied "satisfied", 11.6% replied "dissatisfied", 2.0% replied "very dissatisfied", and 7.7% replied "don't know". The complete findings for this question are presented in Table 25.

The analysis of variance indicated that there were significant differences within five variables: age, "religious affiliation", "children in school", "posted by employer", and "considers oneself native". The analysis of variance is presented in Table 26 for all variables.

TABLE 25

What is the level of satisfaction or dissatisfaction with...  
the quality of teaching?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	14.5	64.2	11.6	2.0	7.7	2.241	352
Age*							
18-27.....	7.7	60.3	15.4	5.1	11.5	2.5256	78
28-37.....	18.7	55.1	14.0	1.9	10.3	2.2991	107
38-47.....	12.2	78.0	6.1	-	3.7	2.0448	82
48-57.....	15.5	69.0	10.3	1.7	3.3	2.0862	58
58-67.....	23.8	52.4	14.3	-	9.5	2.1905	21
over 67.....	33.3	66.7	-	-	-	1.6667	3
Religious Affiliation*							
Integrated.....	12.0	64.1	11.0	1.0	12.0	2.3684	209
Pentecostal Assemblies.....	10.0	83.3	6.7	-	-	1.9667	30
Roman Catholic.....	22.4	59.2	13.3	3.1	2.0	2.0306	98
Other.....	-	50.0	25.0	25.0	-	2.7500	8
Children in School*							
Yes.....	12.8	72.9	11.8	2.0	0.5	2.0443	203
No.....	16.7	52.1	11.1	2.1	18.1	2.5278	144
School System							
Both.....	12.9	58.1	22.6	3.2	3.2	2.2581	31
Integrated.....	10.7	76.8	10.7	0.9	0.9	2.0446	112
Roman Catholic.....	19.4	67.7	9.7	3.2	-	1.9677	62

TABLE 25 continued ...

What is the level of satisfaction or dissatisfaction with...  
the quality of teaching?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	20.0	70.8	3.1	1.5	4.6	2.0000	65
Some High School.....	9.8	68.6	7.8	2.0	11.8	2.3725	51
Completed High School.....	13.8	66.2	12.3	3.1	4.6	2.1846	65
Some Post-Secondary.....	10.0	67.5	12.5	-	10.0	2.3250	40
Trade/Technical/Nursing....	10.6	59.1	16.7	1.5	12.1	2.4545	66
University Graduate.....	23.7	55.3	15.8	-	5.3	2.0789	38
<b>Length of Residency</b>							
less than 1 year.....	28.6	71.4	-	-	-	1.7143	7
1 - 4 years.....	10.8	64.9	10.8	-	7.9	2.4054	37
5 - 10 years.....	26.3	52.6	7.9	5.3	7.9	2.1579	38
more than 10 years.....	13.2	65.0	12.8	1.9	7.1	2.2481	266
<b>Posted by Employer*</b>							
Yes.....	23.6	62.5	6.9	2.8	4.2	2.0139	72
No.....	12.9	65.2	12.1	1.9	8.0	2.2689	264
<b>Considers Oneself Native*</b>							
Yes.....	9.3	62.8	12.8	2.3	12.8	2.4651	86
No.....	15.6	64.8	11.3	2.0	6.3	2.1836	256

"\*" means that the mean responses differ significantly.

TABLE 26  
Analysis of Variance

The quality of teaching.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	12.1408	5	2.4282	2.5526	0.0292*
Within Groups	330.1572	343	0.9626		
Total	342.2980	348			
<b>Religious Affiliation</b>					
Between Groups	12.0516	3	4.0172	4.1763	0.0064**
Within Groups	328.0064	341	0.9619		
Total	340.0580	344			
<b>Children in School</b>					
Between Groups	19.6888	1	19.6888	21.1945	0.0000****
Within Groups	320.4899	345	0.9290		
Total	340.1787	346			
<b>School System</b>					
Between Groups	1.7620	2	0.8810	2.1024	0.1248
Within Groups	84.6478	202	0.4190		
Total	86.4098	204			

TABLE 26 continued ...

## Analysis of Variance

The quality of teaching.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	9.1489	5	1.8298	1.853	0.0965
Within Groups	309.6080	319	0.9706		
Total	318.7569	324			
<b>Length of Residency</b>					
Between Groups	3.2143	3	1.0714	1.0872	0.3545
Within Groups	339.0242	344	0.9855		
Total	342.2385	347			
<b>Posted by Employer</b>					
Between Groups	3.6800	1	3.6800	3.9283	0.0483*
Within Groups	312.8914	334	0.9368		
Total	316.5714	335			
<b>Considers Oneself Native</b>					
Between Groups	5.1020	1	5.1020	5.2286	0.0228*
Within Groups	331.7664	340	0.9758		
Total	336.7684	341			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001



When the Scheffé test was performed on the results for the age variable, no statistically significant differences were identified between the mean responses within this variable.

The Scheffé test identified that the mean responses between the Roman Catholic and Integrated respondents were significantly different. Seventy-six point one percent of the Integrated respondents chose either "very satisfied" or "satisfied" compared to 81.6% of the Roman Catholic respondents. In comparison to the Roman Catholic respondents, a large percentage of the Integrated respondents chose "don't know".

There were significant differences identified between those with and those without children in school. Those with children in school were more satisfied with the "quality of teaching" in the local schools. A large number of those respondents without children in school stated "don't know" in response to this item.

Respondents who have been posted in Happy Valley-Goose Bay by their employer were more satisfied with this aspect of schools than non-posted respondents. Eighty-six point one percent of posted respondents were either "very satisfied" or "satisfied" with the "quality of teaching"; this compared to 78.1% of the non-posted respondents.

Non-native respondents were more satisfied with this aspect of the local schools than native respondents. Eighty point four percent of the non-native respondents chose either "very satisfied" or "satisfied" compared to 72.1% of the native respondents.

#### Welfare of Students

Twelve point eight percent of the respondents were "very satisfied" with "the interest that teachers show towards the welfare of individual students", 55.0% were "satisfied". Nineteen point one percent were "dissatisfied" and 3.1% were "very dissatisfied" with this aspect of the local schools, while 10.0% stated "don't know". The complete findings for this question are presented in Table 27.

The analysis of variance indicated that there were significant differences within the variables: "religious affiliation", "children in school", "level of education", and "posted by employer". The analysis of variance is presented in Table 28 for all variables.

The Scheffé test could not identify any statistically significant differences between the mean responses of any groups within the variables, "religious affiliation" and "level of education". This

TABLE 27

What is the level of satisfaction or dissatisfaction with...  
the interest that teachers show towards the welfare of individual students?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	12.8	55.0	19.1	3.1	10.0	2.425	351
Age							
18-27.....	7.8	51.9	24.7	6.5	9.1	2.5714	77
28-37.....	16.8	50.5	15.9	2.8	14.0	2.4673	107
38-47.....	11.0	63.4	17.1	1.2	7.3	2.3049	82
48-57.....	8.6	58.6	22.4	1.7	8.6	2.4310	58
58-67.....	19.0	47.6	19.0	4.8	9.5	2.3810	21
over 67.....	66.7	33.3	-	-	-	1.3333	3
Religious Affiliation*							
Integrated.....	10.0	53.6	20.1	2.9	13.4	2.5598	209
Pentecostal Assemblies.....	20.0	63.3	10.0	6.7	-	2.0333	30
Roman Catholic.....	16.2	54.5	20.2	3.0	6.1	2.2828	99
Other.....	12.5	62.5	25.0	-	-	2.1250	8
Children in School*							
Yes.....	12.9	61.9	18.8	2.5	4.0	2.2277	202
No.....	12.4	45.5	19.3	4.1	18.6	2.7103	145
School System							
Both.....	10.0	66.7	16.7	3.3	3.3	2.3333	30
Integrated.....	9.9	61.3	21.6	1.8	5.4	2.3153	111
Roman Catholic.....	19.4	56.5	17.7	3.2	3.2	2.1452	62

TABLE 27 continued . .

What is the level of satisfaction or dissatisfaction with...  
the interest that teachers show towards the welfare of individual students?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	21.9	56.3	14.1	3.1	4.7	2.1250	64
Some High School.....	11.8	49.0	17.6	3.9	17.6	2.6667	51
Completed High School.....	9.2	61.5	20.0	1.5	7.7	2.3692	65
Some Post-Secondary.....	7.5	52.5	22.5	2.5	15.0	2.6500	40
Trade/Technical/Nursing....	7.7	47.7	24.6	4.6	15.4	2.7321	65
University Graduate.....	20.5	61.5	15.4	-	2.6	2.0256	39
<b>Length of Residency</b>							
less than 1 year.....	42.9	57.1	-	-	-	1.5714	7
1 - 4 years.....	8.1	64.9	10.8	-	16.2	2.5135	37
5 - 10 years.....	18.4	57.9	15.8	2.6	5.3	2.1842	38
more than 10 years.....	11.7	52.8	21.5	3.8	10.2	2.4792	265
<b>Posted by Employer*</b>							
Yes.....	17.8	60.3	17.8	1.4	2.7	2.1096	73
No.....	11.0	54.0	19.4	3.8	11.8	2.5133	263
<b>Considers Oneself Native</b>							
Yes.....	9.3	52.3	22.1	2.3	14.0	2.5930	86
No.....	13.7	55.7	18.0	3.5	9.0	2.3843	255

"\*" means that the mean responses differ significantly.

**TABLE 28**  
Analysis of Variance

The interest that teachers show towards the welfare of individual students.

<u>Source</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Probability</u>
<b>Age</b>					
Between Groups	6.6309	5	1.3262	1.1375	0.3401
Within Groups	398.7139	342	1.1658		
Total	405.3448	347			
<b>Religious Affiliation</b>					
Between Groups	11.1214	3	3.7071	3.2725	0.0214*
Within Groups	387.4249	342	1.1328		
Total	398.5463	345			
<b>Children in School</b>					
Between Groups	19.6609	1	19.6609	17.6018	0.0000****
Within Groups	385.3592	345	1.1170		
Total	405.0201	346			
<b>School System</b>					
Between Groups	1.1630	2	0.5815	0.7600	0.4690
Within Groups	153.0242	200	0.7651		
Total	154.1872	202			

TABLE 28 continued ...

## Analysis of Variance

The interest that teachers show towards the welfare of individual students.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	22.9446	5	4.5889	4.0249	0.0015**
Within Groups	362.5615	318	1.1401		
Total	385.5061	323			
<b>Length of Residency</b>					
Between Groups	8.3546	3	2.7849	2.4073	0.0671
Within Groups	396.8039	343	1.1569		
Total	405.1585	346			
<b>Posted by Employer</b>					
Between Groups	9.3132	1	9.3132	8.2547	0.0043**
Within Groups	376.8267	334	1.1282		
Total	386.1399	335			
<b>Considers Oneself Native</b>					
Between Groups	2.8014	1	2.8014	02.3795	0.1239
Within Groups	399.0931	339	1.1773		
Total	401.8945	340			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

resulted from the low number of respondents in some groups within the variables.

Respondents who have children in school were more satisfied with this aspect of schools than those without children in school. Seventy-four point eight percent of respondents with children in school said that they were either "very satisfied" or "satisfied" with "the interest that teachers show towards the welfare of individual students", this compared to 57.9% for those without children in school. A large percentage of those without children in school chose the option "don't know".

Seventy-eight point one percent of the respondents posted into the community by their employer were either "very satisfied" or "satisfied" with this aspect of schools, while 65% of the remaining respondents chose one of these options.

#### Work Expectation

Ten point five percent of the respondents stated that they were "very satisfied" with "the quality of work teachers expect from students" and 64.2% stated "satisfied". Thirteen point six percent chose "dissatisfied", 2.8% chose "very dissatisfied" and 8.8% chose "don't know". The complete findings for this question are presented in Table 29.

**TABLE 29**  
What is the level of satisfaction or dissatisfaction with...  
the quality of work teachers expect from students?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	10.5	64.2	13.6	2.8	8.8	2.352	352
<b>Age</b>							
18-27.....	5.2	59.7	19.5	6.5	9.1	2.5455	77
28-37.....	12.1	61.7	11.2	2.8	12.1	2.4112	107
38-47.....	8.4	78.3	7.2	-	6.0	2.1687	83
48-57.....	12.1	63.8	15.5	3.4	5.2	2.2586	58
58-67.....	23.8	33.3	28.6	-	14.3	2.4762	21
over 67.....	33.3	66.7	-	-	-	1.6667	3
<b>Religious Affiliation*</b>							
Integrated.....	7.1	64.3	14.3	2.9	11.4	2.4714	210
Pentecostal Assemblies.....	13.3	70.0	10.0	3.3	3.3	2.1333	30
Roman Catholic.....	18.4	61.2	13.3	2.0	5.1	2.1429	98
Other.....	-	62.5	25.0	12.5	-	2.5000	8
<b>Children in School*</b>							
Yes.....	11.3	69.1	13.7	2.0	3.9	2.1814	204
No.....	9.7	56.9	13.9	3.5	16.0	2.5903	144
<b>School System</b>							
Both.....	6.3	75.0	12.5	3.1	3.1	2.2188	32
Integrated.....	8.1	70.3	16.2	0.9	4.5	2.2342	111
Roman Catholic.....	17.7	64.5	8.1	4.8	4.8	2.1452	62



TABLE 29 continued ...

What is the level of satisfaction or dissatisfaction with...  
the quality of work teachers expect from students?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	21.9	62.5	9.4	1.6	4.7	2.0469	64
Some High School.....	7.8	66.7	5.9	2.0	17.6	2.5490	51
Completed High School.....	7.7	69.2	13.8	3.1	6.2	2.3077	65
Some Post-Secondary.....	7.5	65.0	10.0	5.0	12.5	2.5000	40
Trade/Technical/Nursing....	7.5	61.2	14.9	3.0	13.4	2.5373	67
University Graduate.....	13.2	55.3	23.7	5.3	2.6	2.2895	38
<b>Length of Residency</b>							
less than 1 year.....	-	85.7	14.3	-	-	2.1429	7
1 - 4 years.....	5.3	68.4	13.2	-	13.2	2.4737	38
5 - 10 years.....	13.5	56.8	13.5	5.4	10.8	2.4324	37
more than 10 years.....	11.3	63.9	13.5	3.0	8.3	2.3308	266
<b>Posted by Employer</b>							
Yes.....	13.7	67.1	11.0	2.7	5.5	2.1918	73
No.....	9.9	63.1	14.4	2.7	9.9	2.3954	263
<b>Considers Oneself Native</b>							
Yes.....	11.6	65.1	11.6	3.5	8.1	2.3140	86
No.....	10.5	63.7	13.7	2.7	9.4	2.3672	256

"\*" means that the mean response differ significantly.

Significant differences between the mean responses were indicated by the analysis of variance within the variables: "religious affiliation" and "children in school". The analysis of variance is presented in Table 30 for all variables.

The Scheffé test did not identify any statistically significant differences between the mean responses of the groups in the "religious affiliation" variable.

The level of satisfaction with this aspect of schools by respondents with children in school was significantly higher than that of respondents without children in school. Eighty point four percent of respondents with children in school chose either "very satisfied" or "satisfied" compared to only 66.6% of respondents without children in school.

#### Principals' Leadership

In response to the level of satisfaction or dissatisfaction with "the principals' leadership", 21.6% stated "very satisfied", 59.5% stated "satisfied", 6.3% stated "dissatisfied", 2.0% stated "very dissatisfied", and 10.6% stated "don't know". The complete findings for this question are presented in Table 31.

The analysis of variance identified significant

TABLE 30

## Analysis of Variance

The quality of work teachers expect from students.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	8.2812	5	1.6562	1.6155	0.1552
Within Groups	351.6615	343	1.0253		
Total	359.9427	348			
<b>Religious Affiliation</b>					
Between Groups	8.8897	3	2.9632	2.9478	0.0329*
Within Groups	343.7952	342	1.0052		
Total	352.6849	345			
<b>Children in School</b>					
Between Groups	14.1143	1	14.1143	14.2329	0.0002***
Within Groups	343.1156	346	0.9917		
Total	357.2299	347			
<b>School System</b>					
Between Groups	0.3229	2	0.1615	0.2312	0.7938
Within Groups	141.0722	202	0.6984		
Total	141.3951	204			

TABLE 30 continued ...

## Analysis of Variance

The quality of work teachers expect from students.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	11.3514	5	2.2703	2.1188	0.0629
Within Groups	341.8055	319	1.0715		
Total	353.1569	324			
<b>Length of Residency</b>					
Between Groups	1.2267	3	0.4089	0.3926	0.7584
Within Groups	358.2991	344	1.0416		
Total	359.5258	347			
<b>Posted by Employer</b>					
Between Groups	2.3699	1	2.3699	2.2998	0.1303
Within Groups	344.1896	334	1.0305		
Total	346.5595	335			
<b>Considers Oneself Native</b>					
Between Groups	0.1824	1	0.1824	0.1733	0.6775
Within Groups	358.0076	340	1.0530		
Total	358.1900	341			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

TABLE 31

What is the level of satisfaction or dissatisfaction with...  
the principals' leadership?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	21.6	59.5	6.3	2.0	10.6	2.207	348
<b>Age</b>							
18-27.....	24.4	59.0	7.7	1.3	7.7	2.0897	78
28-37.....	23.1	49.1	7.4	2.8	17.6	2.4259	108
38-47.....	21.0	64.2	6.2	2.5	6.2	2.0864	81
48-57.....	15.8	68.4	5.3	1.8	8.8	2.1930	57
58-67.....	22.2	66.7	-	-	11.1	2.1111	18
over 67.....	33.3	66.7	-	-	-	1.6667	3
<b>Religious Affiliation</b>							
Integrated.....	18.8	60.4	4.8	1.4	14.5	2.3237	207
Pentecostal Assemblies.....	34.5	55.2	6.9	3.4	-	1.7931	29
Roman Catholic.....	25.5	58.2	7.1	2.0	7.1	2.0714	98
Other.....	-	57.1	42.9	-	-	2.4286	7
<b>Children in School*</b>							
Yes.....	22.2	64.6	5.1	2.5	5.6	2.0455	198
No.....	20.7	51.7	8.3	.4	17.9	2.4414	145
<b>School System</b>							
Both.....	25.8	64.5	-	3.2	6.5	2.0000	31
Integrated.....	22.9	61.5	7.3	1.8	6.4	2.0734	109
Roman Catholic.....	23.0	63.9	4.9	3.3	4.9	2.0328	61

TABLE 31 continued ...

What is the level of satisfaction or dissatisfaction with...  
the principals' leadership?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	28.6	60.3	4.8	1.6	4.8	1.9365	63
Some High School.....	23.5	52.9	5.9	-	17.6	2.3529	51
Completed High School.....	25.0	56.3	7.8	1.6	9.4	2.1406	64
Some Post-Secondary.....	12.5	65.0	7.5	2.5	12.5	2.3750	40
Trade/Technical/Nursing....	21.2	54.5	1.5	3.0	19.7	2.4545	66
University Graduate.....	20.5	61.5	10.3	5.1	2.6	2.0769	39
<b>Length of Residency</b>							
less than 1 year.....	57.1	14.3	28.6	-	-	1.7143	7
1 - 4 years.....	21.1	55.3	-	2.6	21.1	2.4737	38
5 - 10 years.....	25.6	46.2	12.8	-	15.4	2.3333	39
more than 10 years.....	20.4	62.7	5.8	2.3	8.8	2.1654	260
<b>Posted by Employer</b>							
Yes.....	20.0	54.3	11.4	4.3	10.0	2.3000	70
No.....	22.1	60.7	5.3	0.8	11.1	2.1794	262
<b>Considers Oneself Native</b>							
Yes.....	20.2	59.5	6.0	1.2	13.1	2.2738	84
No.....	22.4	58.3	6.7	2.4	10.2	2.1969	254

"" means that the mean responses differ significantly.

differences within the "children in school" variable. Eighty-six point eight percent of respondents who had children in school chose either "very satisfied" or "satisfied"; this compared to 72.4% of those without children in school who chose one of these two options. A high percentage of those who did not have children in school chose "don't know".

The analysis of variance is presented in Table 32 for all the variables.

#### Discipline in School

Eleven point six percent of the total sample responded "very satisfied" in response to the level of satisfaction or dissatisfaction with "the discipline in the schools" and another 54.5% responded "satisfied". Nineteen point one percent responded "dissatisfied" and 5.5% responded "very dissatisfied", while 9.3% responded "don't know". The complete findings for this question are presented in Table 33.

The analysis of variance identified significant differences between the mean responses within two variables, "religious affiliation" and "children in school". The analysis of variance is presented in Table 34 for all variables.

The Scheffé test identified that the mean

TABLE 32

## Analysis of Variance

The principals' leadership.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	8.4780	5	1.6956	1.3229	0.2538
Within Groups	434.4959	339	1.2817		
Total	442.97.7	344			
<b>Religious Affiliation</b>					
Between Groups	9.9301	3	3.3100	2.6045	0.0518
Within Groups	428.2869	337	1.2709		
Total	438.2170	340			
<b>Children in School</b>					
Between Groups	13.1209	1	13.1209	10.4455	0.0013**
Within Groups	428.3426	341	1.2561		
Total	441.4635	342			
<b>School System</b>					
Between Groups	0.1552	2	0.0776	0.0829	0.9205
Within Groups	185.3473	198	0.9361		
Total	185.5025	200			



TABLE 32 continued ...

## Analysis of Variance

The principals' leadership.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	11.7579	5	2.3516	1.7514	0.1226
Within Groups	425.6353	317	1.3427		
Total	437.3932	322			
<b>Length of Residency</b>					
Between Groups	5.4728	3	1.8243	1.4179	0.2373
Within Groups	437.4574	340	1.2866		
Total	442.9302	343			
<b>Posted by Employer</b>					
Between Groups	0.8036	1	0.8036	0.6265	0.4292
Within Groups	423.2687	330	1.2826		
Total	424.0723	331			
<b>Considers Oneself Native</b>					
Between Groups	0.3739	1	0.3739	0.2849	0.5938
Within Groups	440.8599	336	1.3121		
Total	441.2338	337			

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\* p < .05,    \*\* p < .01,    \*\*\* p < .001,    \*\*\*\* p < .0001

TABLE 33

What is the level of satisfaction or dissatisfaction with...  
the discipline in the schools?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	11.6	54.5	19.1	5.5	9.3	2.464	345
<b>Age</b>							
18-27.....	9.3	58.7	20.0	4.0	8.0	2.4267	75
28-37.....	7.5	57.9	15.0	7.5	12.1	2.5888	107
38-47.....	12.5	55.0	16.3	6.3	10.0	2.4625	80
48-57.....	14.0	45.6	29.8	5.3	5.3	2.4211	57
58-67.....	35.0	30.0	25.0	-	10.0	2.2000	20
over 67.....	-	100.0	-	-	-	2.0000	3
<b>Religious Affiliation*</b>							
Integrated.....	10.2	53.2	18.5	5.9	12.2	2.5659	205
Pentecostal Assemblies.....	28.6	50.0	21.4	-	-	1.9286	28
Roman Catholic.....	11.3	58.8	17.5	6.2	6.2	2.3711	97
Other.....	-	25.0	62.5	12.5	-	2.8750	8
<b>Children in School*</b>							
Yes.....	11.6	57.3	21.6	5.0	4.5	2.3367	199
No.....	12.1	49.6	16.3	5.7	16.3	2.6454	141
<b>School System</b>							
Both.....	15.6	50.0	21.9	9.4	3.1	2.3438	32
Integrated.....	8.4	55.1	26.2	5.6	4.7	2.4299	107
Roman Catholic.....	13.1	63.9	14.8	3.3	4.9	2.2295	61

TABLE 33 continued ...

What is the level of satisfaction or dissatisfaction with...  
the discipline in the schools?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	23.4	51.6	17.2	1.6	6.3	2.1563	64
Some High School.....	14.3	51.0	14.3	6.1	14.3	2.5510	49
Completed High School.....	11.1	55.6	20.6	6.3	6.3	2.4127	63
Some Post-Secondary.....	2.5	60.0	22.5	2.5	12.5	2.6250	40
Trade/Technical/Nursing....	10.4	44.8	20.9	7.5	16.4	2.7463	67
University Graduate.....	2.9	68.6	14.3	11.4	2.9	2.4286	35
<b>Length of Residency</b>							
less than 1 year.....	16.7	66.7	16.7	-	-	2.0000	6
1 - 4 years.....	8.1	56.8	13.5	2.7	18.9	2.6757	37
5 - 10 years.....	10.8	56.8	24.3	5.4	2.7	2.3243	37
more than 10 years.....	11.9	53.3	19.5	6.1	9.2	2.4751	261
<b>Posted by Employer</b>							
Yes.....	11.6	50.7	23.2	5.8	8.7	2.4928	69
No.....	11.2	55.4	18.5	5.4	9.6	2.4692	260
<b>Considers Oneself Native</b>							
Yes.....	12.0	48.2	27.7	3.6	8.4	2.4819	83
No.....	11.1	56.7	16.3	6.0	9.9	2.4683	252

"\*" means that the mean responses differ significantly.

TABLE 34

## Analysis of Variance

The discipline in the schools.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	3.9108	5	0.7822	0.6717	0.6452
Within Groups	391.2354	336	1.1644		
Total	395.1462	341			
<b>Religious Affiliation</b>					
Between Groups	12.3417	3	4.1139	3.6570	0.0128*
Within Groups	375.7323	334	1.1249		
Total	388.0740	337			
<b>Children in School</b>					
Between Groups	7.8648	1	7.8648	6.9098	0.0090**
Within Groups	384.7117	338	1.1382		
Total	392.5765	339			
<b>School System</b>					
Between Groups	1.5651	2	0.7825	0.9387	0.3929
Within Groups	164.2299	197	0.8337		
Total	165.7950	199			

TABLE 34 continued ...

## Analysis of Variance

The discipline in the schools.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
Level of Education					
Between Groups	12.9240	5	2.5848	2.1769	0.0566
Within Groups	370.4628	312	1.1874		
Total	383.3868	317			
Length of Residency					
Between Groups	3.6810	3	1.2270	1.0621	0.3653
Within Groups	389.3043	337	1.1552		
Total	392.9853	340			
Posted by Employer					
Between Groups	0.0302	1	0.0302	0.0261	0.8718
Within Groups	378.0002	327	1.1560		
Total	378.0304	328			
Considers Oneself Native					
Between Groups	0.0117	1	0.0117	0.0100	0.9203
Within Groups	387.4689	333	1.1636		
Total	387.4806	334			

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\* p < .05, \*\* p < .01, \*\*\* p < .001, \*\*\*\* p < .0001

responses between the Pentecostal Assemblies and Integrated respondents were significantly different. The Pentecostal Assemblies respondents had a combined percentage of 78.6% for either "very satisfied" or "satisfied", this compared to 53.4% for the Integrated respondents.

The mean response of respondents with children in school was significantly different than the mean response of respondents without children in school. In this section, those with children in school were more "satisfied" and "dissatisfied" with this aspect of schools. A large percentage of those respondents without children in school chose "don't know".

#### Parental Involvement

When asked their level of satisfaction or dissatisfaction with "parental involvement in school", 6.3% and 55.5% chose the options "very satisfied" and "satisfied", respectively. Twenty point six percent chose "dissatisfied" and another 4.3% chose "very dissatisfied", while 13.8% stated "don't know". The complete findings for this question are presented in Table 35.

The analysis of variance identified significant differences in the mean responses within the variables:

TABLE 35

What is the level of satisfaction or dissatisfaction with...  
parental involvement in school?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	6.3	55.0	20.6	4.3	13.8	2.642	349
Age							
18-27.....	3.8	43.6	28.2	6.4	17.9	2.9103	78
28-37.....	5.6	54.2	21.5	1.9	16.8	2.7009	107
38-47.....	6.3	68.8	11.3	2.5	11.3	2.4375	80
48-57.....	10.3	51.7	20.7	8.6	8.6	2.5345	58
58-67.....	9.5	52.4	23.8	4.8	9.5	2.5238	21
over 67.....	-	50.0	50.0	-	-	2.5000	2
Religious Affiliation							
Integrated.....	6.7	49.5	21.2	5.3	17.3	2.7692	208
Pentecostal Assemblies.....	3.4	75.9	13.8	-	6.9	2.3103	29
Roman Catholic.....	6.1	60.2	21.3	2.0	10.2	2.5000	98
Other.....	-	50.0	37.5	12.5	-	2.6250	8
Children in School*							
Yes.....	5.5	63.5	19.0	4.0	8.0	2.4550	200
No.....	7.6	41.7	23.6	4.9	22.2	2.9236	144
School System							
Both.....	-	71.0	19.4	-	9.7	2.4839	31
Integrated.....	1.8	65.5	18.2	4.5	10.0	2.5545	110
Roman Catholic.....	13.1	59.0	18.0	4.9	4.9	2.2951	61

TABLE 35 continued ...

What is the level of satisfaction or dissatisfaction with...  
parental involvement in school?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	14.1	67.2	7.8	1.6	9.4	2.2500	64
Some High School.....	14.3	57.1	8.2	6.1	14.3	2.4898	49
Completed High School.....	3.1	61.5	20.0	3.1	12.3	2.6000	65
Some Post-Secondary.....	2.5	57.5	25.0	-	15.0	2.6750	40
Trade/Technical/Nursing....	3.1	43.1	21.5	6.2	26.2	3.0923	65
University Graduate.....	-	43.6	35.9	12.8	7.7	2.8462	39
<b>Length of Residency</b>							
less than 1 year.....	14.5	28.6	57.1	-	-	2.4286	7
1 - 4 years.....	7.9	42.1	21.1	5.3	23.7	2.9474	38
5 - 10 years.....	-	55.3	26.3	2.6	15.8	2.7895	38
more than 10 years.....	6.9	57.3	18.7	4.6	12.6	2.5878	262
<b>Posted by Employer*</b>							
Yes.....	12.5	61.1	19.4	-	6.9	2.2778	72
No.....	4.2	53.2	21.3	5.3	16.0	2.7567	263
<b>Considers Oneself Native</b>							
Yes.....	8.2	48.2	27.1	3.5	12.9	2.6471	85
No.....	5.5	57.3	18.8	4.3	14.1	2.6431	255

\*\*\* means that the mean responses differ significantly.



"children in school", "level of education", and "posted by employer". The analysis of variance is presented in Table 36 for all variables.

Sixty-nine percent of respondents with children in school chose either "very satisfied" or "satisfied", compared to only 49.3% of respondents without children in school who chose one of these two options. A high percentage of those respondents without children in school chose "don't know".

The Scheffé test identified that the significant difference within the "level of education" variable was between the mean responses of those who had a grade nine education or less and those who had either trade, technical or nursing training. Those with a grade nine education or less were more satisfied with parental involvement in schools than those with trade, technical, or nursing training.

The mean response of respondents posted into this community were significantly different than the mean response of the non-posted respondents. Seventy-three point six percent of the posted respondents chose either "very satisfied" or "satisfied" compared to 57.4% of the non-posted respondents. A large percentage of the non-posted respondents stated "don't know".

TABLE 36

## Analysis of Variance

Parental involvement in school.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	10.3243	5	2.0649	1.6302	0.1513
Within Groups	430.6583	340	1.2666		
Total	440.9826	345			
<b>Religious Affiliation</b>					
Between Groups	8.5125	3	2.8375	2.2501	0.0823
Within Groups	427.5050	339	1.2611		
Total	436.0175	342			
<b>Children in School</b>					
Between Groups	18.3848	1	18.3848	14.9082	0.0001***
Within Groups	421.7547	342	1.2332		
Total	440.1395	343			
<b>School System</b>					
Between Groups	2.6542	2	1.3271	1.4229	0.2435
Within Groups	185.6032	199	0.9327		
Total	188.2574	201			

TABLE 36 continued ...

## Analysis of Variance

Parental involvement in school.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	25.9005	5	5.1801	4.0806	0.0013**
Within Groups	401.1430	316	1.2694		
Total	427.0435	321			
<b>Length of Residency</b>					
Between Groups	5.4522	3	1.8174	1.4234	0.2357
Within Groups	435.4057	341	1.27		
Total	440.8579	344			
<b>Posted by Employer</b>					
Between Groups	12.9625	1	12.9625	10.4549	0.0013**
Within Groups	412.8703	333	1.2399		
Total	425.8328	334			
<b>Considers Oneself Native</b>					
Between Groups	0.0010	1	0.0010	0.0008	0.9779
Within Groups	429.9373	338	1.2720		
Total	429.9383	339			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

### Information on Children's Progress

Twenty-six percent of the respondents stated that they were "very satisfied" with "the information schools gave parents about their children's progress", and another 52.8% were "satisfied" with this aspect of schools. Thirteen percent of the respondents were "dissatisfied", 1.4% were "very dissatisfied", and 6.8% stated "don't know". The complete findings for this question are presented in Table 37.

The analysis of variance identified a significant difference in the mean response of those with and those without children in school. Those with children in school were more satisfied with "the information that schools gave to parents about their children's progress" than respondents without children in school. There was a high percentage of respondents with no children in school who chose the option "don't know".

The analysis of variance is presented in Table 38 for all variables.

### Monitoring of Homework

Thirteen point three percent of the total sample were "very satisfied" with "the monitoring of homework and other written work by teachers." Other responses along with the percentage of respondents who chose them

TABLE 37

What is the level of satisfaction or dissatisfaction with...  
the information schools give parents about their children's progress?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	26.0	52.8	13.0	1.4	6.8	2.102	354
Age							
18-27.....	24.4	50.0	16.7	1.3	7.7	2.1795	78
28-37.....	25.9	51.9	10.2	1.9	10.2	2.1852	108
38-47.....	26.5	55.4	13.3	1.7	5.2	2.0000	83
48-57.....	29.3	50.0	13.8	1.7	5.2	2.0345	58
58-67.....	9.5	71.4	14.3	-	4.8	2.1905	21
over 67.....	66.7	33.3	-	-	-	1.3333	3
Religious Affiliation							
Integrated.....	24.3	51.4	12.9	1.9	9.5	2.2095	210
Pentecostal Assemblies.....	36.7	56.7	6.7	-	-	1.7000	30
Roman Catholic.....	26.3	54.5	14.1	1.0	4.0	2.0202	99
Other.....	12.5	62.5	25.0	-	-	2.1250	8
Children in School*							
Yes.....	26.5	58.8	13.2	1.0	0.5	1.9020	204
No.....	24.1	45.5	13.1	1.4	15.9	2.3931	145
School System							
Both.....	28.1	53.1	12.5	6.3	-	1.9688	32
Integrated.....	29.5	57.1	11.6	0.9	0.9	1.8661	112
Roman Catholic.....	22.6	61.3	16.1	-	-	1.9355	62

TABLE 37 continued ...

What is the level of satisfaction or dissatisfaction with...  
the information schools give parents about their children's progress?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	33.8	58.5	4.6	-	3.1	1.8000	65
Some High School.....	27.5	45.1	17.6	3.9	5.9	2.1569	51
Completed High School.....	24.6	55.4	13.8	-	6.2	2.0769	65
Some Post-Secondary.....	17.5	55.0	15.0	-	12.5	2.3500	40
Trade/Technical/Nursing....	28.4	46.3	11.9	1.5	11.9	2.2239	67
University Graduate.....	23.1	59.0	10.3	2.6	5.1	2.0769	39
<b>Length of Residency</b>							
less than 1 year.....	14.3	42.9	28.6	14.3	-	2.4286	7
1 - 4 years.....	13.2	60.5	10.5	-	15.8	2.4474	38
5 - 10 years.....	30.8	51.3	10.3	-	7.7	2.0256	39
more than 10 years.....	26.7	52.6	13.5	1.5	5.6	2.0677	266
<b>Posted by Employer</b>							
Yes.....	23.3	64.4	8.2	-	4.1	1.9726	73
No.....	26.4	50.6	14.0	1.5	7.5	2.1321	265
<b>Considers Oneself Native</b>							
Yes.....	25.6	52.3	14.0	1.2	7.0	2.1163	86
No.....	25.2	53.9	12.8	1.2	7.0	2.1085	258

\*\*\* means that the mean responses differ significantly.

TABLE 38

## Analysis of Variance

The information schools give parents about their children's progress.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	4.2668	5	0.8534	0.8097	0.5434
Within Groups	363.6193	345	1.0540		
Total	367.8861	350			
<b>Religious Affiliation</b>					
Between Groups	7.9231	3	2.6410	2.5310	0.0570
Within Groups	357.9155	343	1.0435		
Total	365.8386	346			
<b>Children in School</b>					
Between Groups	20.4450	1	20.4450	20.7057	.0000****
Within Groups	342.6323	347	0.9874		
Total	363.0773	348			
<b>School System</b>					
Between Groups	0.3565	2	0.1782	0.3558	0.7011
Within Groups	101.7018	203	0.5010		
Total	102.0583	205			

TABLE 38 continued ...

## Analysis of Variance

The information schools give parents about their children's progress.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	9.5970	5	1.9194	1.7845	0.1156
Within Groups	345.2715	321	1.0756		
Total	354.8685	326			
<b>Length of Residency</b>					
Between Groups	5.7889	3	1.9296	1.8502	0.1378
Within Groups	360.8653	346	1.0430		
Total	366.6542	349			
<b>Posted by Employer</b>					
Between Groups	1.4555	1	1.4555	1.4040	0.2369
Within Groups	348.3226	336	1.0367		
Total	349.7781	337			
<b>Considers Oneself Native</b>					
Between Groups	0.0039	1	0.0039	0.0037	0.9516
Within Groups	359.7984	342	1.0520		
Total	359.8023	343			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001



were: "satisfied", 58.5%; "dissatisfied", 15.0%; "very dissatisfied", 2.5%; and "don't know", 10.7%. The complete findings for this question are presented in Table 39.

The analysis of variance indicated that there were significant differences within the variables, "religious affiliation" and "children in school". The analysis of variance is presented in Table 40 for all variables.

The Scheffé test did not identify any statistically significant differences between the mean responses within the "religious affiliation" variable. This was probably due to the low number of respondents in some groups.

The mean response of respondents with children in school differed significantly with the mean response of respondents without children in school. Those with children in school were more satisfied with this aspect of schools. Twenty percent of those respondents without children in school chose "don't know".

#### Promotion of Self-esteem

In response to the question "what is the level of satisfaction or dissatisfaction with the promotion of student self-confidence and satisfaction by teachers", 9.7% and 57.1% of the respondents chose "very

TABLE 39

What is the level of satisfaction or dissatisfaction with...  
the monitoring of homework and other written work by teachers?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	13.3	58.5	15.0	2.5	10.7	2.390	354
<b>Age</b>							
18-27.....	15.4	53.8	15.4	3.8	11.5	2.4321	78
28-37.....	14.8	52.8	14.8	1.9	15.7	2.5093	108
38-47.....	9.6	68.7	12.0	2.4	7.2	2.2892	83
48-57.....	13.8	55.2	19.0	3.4	8.6	2.3793	58
58-67.....	4.8	71.4	19.0	-	4.8	2.2857	21
over 67.....	33.3	66.7	-	-	-	1.6667	3
<b>Religious Affiliation*</b>							
Integrated.....	9.0	57.1	17.1	3.3	13.3	2.5476	210
Pentecostal Assemblies.....	13.3	70.0	10.0	-	6.7	2.1667	30
Roman Catholic.....	22.2	53.5	14.1	2.0	8.1	2.2020	99
Other.....	-	100.0	-	-	-	2.0000	8
<b>Children in School*</b>							
Yes.....	14.7	61.8	17.2	2.0	4.4	2.1961	204
No.....	10.3	54.5	12.4	2.8	20.0	2.6759	145
<b>School System</b>							
Both.....	12.5	43.8	34.4	6.3	3.1	2.4375	32
Integrated.....	14.3	65.2	13.4	1.8	5.4	2.1875	112
Roman Catholic.....	17.7	62.9	14.5	1.6	3.2	2.0968	62

TABLE 39 continued ...

What is the level of satisfaction or dissatisfaction with...  
the monitoring of homework and other written work by teachers?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	18.5	66.2	6.2	-	9.2	2.1538	65
Some High School.....	11.8	62.7	9.8	3.9	11.8	2.4118	51
Completed High School.....	12.3	56.9	15.4	4.6	10.8	2.4462	65
Some Post-Secondary.....	12.5	45.0	25.0	-	17.5	2.6500	40
Trade/Technical/Nursing....	14.9	53.7	16.4	3.0	11.9	2.4328	67
University Graduate.....	7.7	74.4	7.7	5.1	5.1	2.2564	39
<b>Length of Residency</b>							
less than 1 year.....	-	57.1	-	28.6	14.3	3.0000	7
1 - 4 years.....	5.3	57.9	15.8	2.6	18.4	2.7105	38
5 - 10 years.....	20.5	59.0	5.1	-	15.4	2.3077	39
more than 10 years.....	13.5	58.6	16.5	2.3	9.0	2.3459	266
<b>Posted by Employer</b>							
Yes.....	12.3	58.9	19.2	2.7	6.8	2.3288	73
No.....	13.6	58.1	14.0	2.6	11.7	2.4075	265
<b>Considers Oneself Native</b>							
Yes.....	7.0	66.3	10.5	1.2	15.1	2.5116	86
No.....	15.5	55.4	16.7	3.1	9.3	2.3527	258

"\*" means that the mean responses differ significantly.

TABLE 40

## Analysis of Variance

The monitoring of homework and other written work by teachers.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	4.2574	5	0.8515	0.7033	0.6213
Within Groups	417.6970	345	1.2107		
Total	421.9544	350			
<b>Religious Affiliation</b>					
Between Groups	11.3658	3	3.7886	3.1838	0.0240*
Within Groups	408.1501	343	1.1899		
Total	419.5159	346			
<b>Children in School</b>					
Between Groups	19.5103	1	19.5103	17.0135	0.0000****
Within Groups	397.9224	347	1.1468		
Total	417.4327	348			
<b>School System</b>					
Between Groups	2.4830	2	1.2415	1.6118	0.2021
Within Groups	156.3569	203	0.7702		
Total	158.8399	205			

TABLE 40 continued ...

## Analysis of Variance

The monitoring of homework and other written work by teachers.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
Level of Education					
Between Groups	7.3574	5	1.4715	1.2054	0.3063
Within Groups	391.8597	321	1.2207		
Total	399.2171	326			
Length of Residency					
Between Groups	7.2846	3	3.4282	2.0279	0.1097
Within Groups	414.3039	346	1.1974		
Total	421.5885	349			
Posted by Employer					
Between Groups	0.3552	1	0.3552	0.2954	0.5872
Within Groups	404.0945	336	1.2027		
Total	404.4497	337			
Considers Oneself Native					
Between Groups	1.6289	1	1.6289	1.3508	0.2459
Within Groups	412.3915	342	1.2058		
Total	414.0204	343			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

satisfied" and "satisfied", respectively. Sixteen point three percent chose "dissatisfied", 4.6% chose "very dissatisfied" and 12.3% chose "don't know". The complete findings for this question are presented in Table 41.

Significant differences in the mean responses were indicated by the analysis of variance within three variables: "children in school", "level of education", and "posted by employer". The analysis of variance is presented in Table 42 for all variables.

Within the "children in school" variable, 76.6% of those respondents with children in school chose either "very satisfied" or "satisfied". This compared to 52.7% of the respondents with no children in school who chose one of these two options. Of the respondents who did not have children in school, 20.8% chose "don't know".

Although the analysis of variance indicated that there were significant differences within the "level of education" variable, the Scheffé test did not identify any statistically significant differences between the mean responses of the groups in this variable.

The mean response of respondents who were posted into Happy Valley-Goose Bay by their employer and the mean response of the non-posted respondents did differ

TABLE 41

What is the level of satisfaction or dissatisfaction with...  
the promotion of student self-confidence and satisfaction by teachers?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	9.7	57.1	16.3	4.6	12.3	2.526	350
<b>Age</b>							
18-27.....	9.1	44.2	22.1	10.4	14.3	2.7662	77
28-37.....	8.3	62.0	13.9	2.8	13.0	2.5000	108
38-47.....	7.4	70.4	9.9	1.2	11.1	2.3827	81
48-57.....	17.5	49.1	17.5	5.3	10.5	2.4211	57
58-67.....	4.8	47.6	28.6	4.8	14.3	2.7619	21
over 67.....	33.3	33.3	33.3	-	-	2.0000	3
<b>Religious Affiliation</b>							
Integrated.....	9.2	55.1	15.0	4.8	15.9	2.6329	207
Pentecostal Assemblies.....	10.0	66.7	13.3	3.3	6.7	2.3000	30
Roman Catholic.....	12.2	57.1	19.4	5.1	6.1	2.3571	98
Other.....	-	50.0	25.0	-	25.0	3.0000	8
<b>Children in School*</b>							
Yes.....	11.4	65.2	13.9	3.0	6.5	2.2786	201
No.....	7.6	45.1	19.4	6.9	20.8	2.8819	144
<b>School System</b>							
Both.....	6.3	65.6	18.8	-	9.4	2.4063	32
Integrated.....	13.8	59.6	13.8	3.7	9.2	2.3485	109
Roman Catholic.....	11.3	72.6	11.3	3.2	1.6	2.1129	62

TABLE 41 continued ...

What is the level of satisfaction or dissatisfaction with...  
the promotion of student self-confidence and satisfaction by teachers?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	17.2	64.1	12.5	1.6	4.7	2.1250	64
Some High School.....	18.0	48.0	12.0	4.0	18.0	2.5600	50
Completed High School.....	9.2	56.9	13.6	7.7	12.3	2.5692	65
Some Post-Secondary.....	-	56.4	23.1	5.1	15.4	2.7949	39
Trade/Technical/Nursing....	7.5	53.7	16.4	4.5	17.9	2.7164	67
University Graduate.....	7.9	71.1	13.2	-	7.9	2.2895	38
<b>Length of Residency</b>							
less than 1 year.....	14.3	42.9	28.6	-	14.3	2.5714	7
1 - 4 years.....	2.6	65.8	5.3	2.6	23.7	2.7895	38
5 - 10 years.....	15.4	51.3	15.4	-	17.9	2.5385	39
more than 10 years.....	9.9	56.9	17.6	5.7	9.9	2.4885	262
<b>Posted by Employer*</b>							
Yes.....	16.4	58.9	12.3	4.1	8.2	2.2877	73
No.....	8.4	56.1	17.2	4.6	13.7	2.5916	262
<b>Considers Oneself Native</b>							
Yes.....	12.9	49.4	17.6	4.7	15.3	2.6000	85
No.....	9.0	59.8	15.6	4.7	10.9	2.4883	256

"\*" means that the mean responses differ significantly.



TABLE 42

## Analysis of Variance

The promotion of student self-confidence and satisfaction by teachers.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	8.8000	5	1.7600	1.3777	0.2321
Within Groups	435.6323	341	1.2775		
Total	444.4323	346			
<b>Religious Affiliation</b>					
Between Groups	8.4678	3	2.8226	2.2002	0.0878
Within Groups	434.8966	335	1.2829		
Total	443.3644	342			
<b>Children in School</b>					
Between Groups	30.5394	1	30.5394	25.3392	0.0000****
Within Groups	413.3911	343	1.2052		
Total	443.9305	344			
<b>School System</b>					
Between Groups	2.7479	2	1.3739	1.5042	0.2247
Within Groups	182.6807	200	0.9134		
Total	185.4286	202			

TABLE 42 continued ...

## Analysis of Variance

The promotion of student self-confidence and satisfaction by teachers.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	17.6979	5	3.5396	2.7839	0.0177*
Within Groups	403.0452	317	1.2714		
Total	420.7431	322			
<b>Length of Residency</b>					
Between Groups	3.0230	3	1.0077	0.7811	0.5051
Within Groups	441.1880	342	1.2900		
Total	444.2110	345			
<b>Posted by Employer</b>					
Between Groups	5.2739	1	5.2739	4.1008	0.0437*
Within Groups	428.2604	333	1.2861		
Total	433.5343	334			
<b>Considers Oneself Native</b>					
Between Groups	0.7964	1	0.7964	0.6274	0.4289
Within Groups	430.3648	339	1.2695		
Total	431.1612	340			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

significantly. Of those respondents who were posted, 75.3% were either "very satisfied" or "satisfied" with "the promotion of student self-esteem by the teachers", compared to 64.5% for the non-posted respondents.

### Student Retention

Twenty point six percent of the total sample were "very satisfied" that "schools encourage all students to stay in school until they graduate", and another 43.5% were "satisfied". Seventeen point eight percent were "dissatisfied", 4.0% were "very dissatisfied", and 14.1% stated "don't know". The complete findings for this question are presented in Table 43.

The analysis of variance indicated that there were significant differences between mean response within the variables: "religious affiliation", "children in school", and "level of education". The analysis is presented in Table 44 for all variables.

The Scheffé test identified that within the "religious affiliation" variable, significant differences between the mean responses existed between the Pentecostal Assemblies respondents and the two groups, Integrated and Other respondents. Ninety-three point three percent of the Pentecostal Assemblies respondents chose either "very satisfied" or

TABLE 43

What is the level of satisfaction or dissatisfaction with...  
the extent to which schools encourage all students  
to stay in school until they graduate?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	20.6	43.5	17.8	4.0	14.1	2.475	354
Age							
16-27.....	19.2	42.3	21.8	5.1	11.5	2.4744	78
28-37.....	11.1	50.0	15.7	5.6	17.6	2.6852	108
38-47.....	20.5	50.6	12.0	1.2	15.7	2.4096	83
48-57.....	32.8	29.3	25.9	1.7	10.3	2.2759	58
58-67.....	33.3	33.3	14.3	9.5	9.5	2.2857	21
over 67.....	66.7	-	33.3	-	-	1.6667	3
Religious Affiliation*							
Integrated.....	18.6	43.3	18.1	4.3	15.7	2.5524	210
Pentecostal Assemblies.....	33.3	60.0	6.7	-	-	1.7333	30
Roman Catholic.....	22.2	11.4	21.2	4.0	11.1	2.4040	99
Other.....	-	25.0	25.0	12.5	37.5	3.6250	8
Children in School*							
Yes.....	21.6	49.0	16.2	2.5	10.8	2.3186	204
No.....	18.6	35.9	20.7	6.2	18.6	2.7034	145
School System							
Both.....	21.9	50.0	12.5	-	15.6	2.3750	32
Integrated.....	25.0	44.6	18.8	2.7	8.9	2.2589	112
Roman Catholic.....	16.1	54.8	12.9	1.6	14.5	2.4355	62

TABLE 43 continued ...

What is the level of satisfaction or dissatisfaction with...  
the extent to which schools encourage all students  
to stay in school until they graduate?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	40.0	40.0	16.9	-	3.1	1.8615	65
Some High School.....	23.5	45.1	5.9	7.8	17.6	2.5098	51
Completed High School.....	21.5	43.1	18.5	4.6	12.3	2.4308	65
Some Post-Secondary.....	7.5	50.0	20.0	-	22.5	2.8000	40
Trade/Technical/Nursing....	16.4	41.8	20.9	1.5	19.4	2.6567	67
University Graduate.....	7.7	53.8	12.8	10.3	15.4	2.7179	39
<b>Length of Residency</b>							
less than 1 year.....	14.3	14.3	28.6	14.3	28.6	3.2857	7
1 - 4 years.....	7.9	52.6	18.4	-	21.1	2.7368	38
5 - 10 years.....	17.9	46.2	15.4	5.1	15.4	2.5385	39
more than 10 years.....	22.9	42.9	18.0	3.8	12.4	2.3985	266
<b>Posted by Employer</b>							
Yes.....	27.4	37.0	21.9	-	13.7	2.3562	73
No.....	19.2	46.0	17.0	4.2	13.6	2.4679	265
<b>Considers Oneself Native</b>							
Yes.....	19.8	37.2	26.7	3.5	12.8	2.5233	86
No.....	20.5	45.7	15.5	3.5	14.7	2.4612	258

"\*" means that the mean response differ significantly.

TABLE 44

## Analysis of Variance

The extent to which schools encourage all students to stay in school until they graduate.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	10.1370	5	2.0274	1.2873	0.2688
Within Groups	543.3559	345	1.5749		
Total	553.4929	350			
<b>Religious Affiliation</b>					
Between Groups	28.7959	3	9.5986	6.4618	0.0003***
Within Groups	509.5039	343	1.4854		
Total	538.2998	346			
<b>Children in School</b>					
Between Groups	12.5513	1	12.5513	8.0873	0.0047**
Within Groups	538.5375	347	1.5520		
Total	551.0888	348			
<b>School System</b>					
Between Groups	1.3204	2	0.6602	0.4682	0.6268
Within Groups	286.2330	203	1.4100		
Total	287.5534	205			

TABLE 44 continued ...

## Analysis of Variance

The extent to which schools encourage all students to stay in school until they graduate.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	33.2677	5	6.6535	4.3424	0.0008***
Within Groups	491.8393	321	1.5322		
Total	525.1070	326			
<b>Length of Residency</b>					
Between Groups	8.9056	3	2.9685	1.8942	0.1302
Within Groups	542.2487	346	1.5672		
Total	551.1543	349			
<b>Posted by Employer</b>					
Between Groups	0.7149	1	0.7149	0.4595	0.4983
Within Groups	522.7171	336	1.5557		
Total	523.4320	337			
<b>Considers Oneself Native</b>					
Between Groups	0.2481	1	0.2481	0.1561	0.6930
Within Groups	543.5659	342	1.5894		
Total	543.8140	343			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

"satisfied", this compared to, 61.9% for Integrated respondents and 25.0% for Other respondents.

Respondents with children in school were more satisfied with this aspect of schools than those without children in school. Seventy point six percent of those respondents who had children in school chose either "very satisfied" or "satisfied", compared to 54.5% of respondents who did not have children in school. A large percentage of those without children in school chose "don't know".

The Scheffé test identified that within the "level of education" variable, significant differences existed between the mean responses of those with a grade nine education or less and the groups: those with trade, technical and nursing training; those with some post-secondary education; and, those who were university graduates. The lower the level of education, the higher the level of satisfaction with this aspect of schools.

#### Information about School Activities

When the sample members were asked "their level of satisfaction or dissatisfaction with the extent to which individual schools keep the public informed about school activities", 13.3% stated "very satisfied" and



60.9% stated "satisfied". Fifteen point three percent of the respondents were "dissatisfied", 2.8% were "very dissatisfied", and 7.6% stated "don't know". The complete findings for this question are presented in Table 45.

The analysis of variance indicated that the mean responses differed significantly within the variables: "religious affiliation", "children in school", and "level of education". The analysis of variance is presented in Table 46 for all variables.

In the "religious affiliation" variable, the Scheffé test identified significant differences between the mean responses of: the Integrated and Pentecostal respondents; and, the Integrated and Roman Catholic respondents. Eighty-six point seven percent of the Pentecostal Assemblies respondents chose either "very satisfied" or "satisfied" in response to this question, compared to, 77.8% of the Roman Catholic respondents, and 69.5% of the Integrated respondents.

Respondents with children in school were more satisfied with "the extent to which individual schools kept the public informed about school activities" than those respondents without children in school. Eighty-one point eight percent of the respondents with "children in school" chose either "very satisfied" or

TABLE 45

What is the level of satisfaction or dissatisfaction with...  
the extent to which individual schools keep the  
public informed about school activities?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	13.3	60.9	15.3	2.8	7.6	2.306	353
<b>Age</b>							
18-27.....	10.3	59.0	14.1	6.4	10.3	2.4744	78
28-37.....	7.5	64.5	15.9	2.8	9.3	2.4206	107
38-47.....	20.5	61.4	12.0	-	6.0	2.0964	83
48-57.....	17.2	53.4	20.7	1.7	6.9	2.2759	58
58-67.....	14.3	66.7	19.0	-	-	2.0476	21
over 67.....	33.3	33.3	-	33.3	-	2.3333	3
<b>Religious Affiliation*</b>							
Integrated.....	10.5	59.0	15.7	3.3	11.4	2.4619	210
Pentecostal Assemblies.....	16.7	80.0	3.3	-	-	1.8667	30
Roman Catholic.....	20.2	57.6	17.2	2.0	3.0	2.1010	99
Other.....	-	50.0	37.5	12.5	-	2.6250	8
<b>Children in School*</b>							
Yes.....	15.8	66.0	13.8	1.0	3.4	2.1034	203
No.....	10.3	52.4	17.9	5.5	13.8	2.6000	145
<b>School System</b>							
Both.....	16.1	67.7	12.9	-	3.2	2.0645	31
Integrated.....	11.6	63.4	19.6	0.9	4.5	2.2321	112
Roman Catholic.....	21.0	69.4	6.5	1.6	1.6	1.9355	62

TABLE 45 continued ...

What is the level of satisfaction or dissatisfaction with...  
the extent to which individual schools keep the  
public informed about school activities?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	20.0	64.6	10.8	-	4.6	2.0462	65
Some High School.....	17.6	49.0	15.7	3.9	13.7	2.4706	51
Completed High School.....	10.8	64.6	12.3	4.6	7.7	2.3385	65
Some Post-Secondary.....	10.0	50.0	22.5	5.0	12.5	2.6000	40
Trade/Technical/Nursing....	10.6	63.6	15.2	1.5	9.1	2.3485	66
University Graduate.....	10.3	74.4	15.4	-	-	2.0513	39
<b>Length of Residency</b>							
less than 1 year.....	14.3	42.9	42.9	-	-	2.2857	7
1 - 4 years.....	13.2	63.2	10.5	-	13.2	2.3684	38
5 - 10 years.....	12.8	71.8	15.4	-	-	2.0256	39
more than 10 years.....	13.2	59.2	15.5	3.8	8.3	2.3472	265
<b>Posted by Employer</b>							
Yes.....	17.8	63.0	13.7	1.4	4.1	2.1096	72
No.....	12.1	60.4	15.8	3.4	8.3	2.3547	265
<b>Considers Oneself Native*</b>							
Yes.....	9.3	53.5	20.9	4.7	11.6	2.5581	86
No.....	14.4	63.8	13.2	2.3	6.2	2.2218	257

"\*" means that the mean responses differ significantly.

TABLE 46

## Analysis of Variance

The extent to which individual schools keep the public informed about school activities.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	8.7166	5	1.7433	1.7537	0.1218
Within Groups	341.9577	344	0.9941		
Total	350.6743	349			
<b>Religious Affiliation</b>					
Between Groups	15.8594	3	5.2865	5.4204	0.0012**
Within Groups	334.5268	343	0.9753		
Total	350.3862	346			
<b>Children in School</b>					
Between Groups	20.8552	1	20.8552	21.8910	0.0000****
Within Groups	329.6276	346	0.9527		
Total	350.4828	347			
<b>School System</b>					
Between Groups	3.6131	2	1.8065	2.9059	0.0570
Within Groups	125.5772	202	0.6217		
Total	129.1903	204			

TABLE 46 continued ...

## Analysis of Variance

The extent to which individual schools keep the public informed about school activities.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	11.9363	5	2.3873	2.4129	0.0362*
Within Groups	316.6036	320	0.9894		
Total	328.5399	325			
<b>Length of Residency</b>					
Between Groups	3.6516	3	1.2172	1.2161	0.3037
Within Groups	345.3054	345	1.0009		
Total	348.9570	348			
<b>Posted by Employer</b>					
Between Groups	3.4390	1	3.4390	3.5253	0.0613
Within Groups	327.7799	336	0.9755		
Total	331.2189	337			
<b>Considers Oneself Native</b>					
Between Groups	7.2899	1	7.2899	7.4973	0.0065**
Within Groups	331.5673	341	0.9723		
Total	338.8572	342			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

"satisfied" compared to only 62.7% of those respondents without children in school. In comparison to those with children in school, a large percentage of those without children in school chose "don't know".

Although the analysis of variance indicated that the mean responses within the "level of education" variable differed significantly, the Scheffé test could not identify any statistically significant differences.

#### Information about School Board Activities

In response to "their level of satisfaction or dissatisfaction with the extent to which the school boards keep the public informed about school board activities", less than half of the respondents were either "very satisfied" or "satisfied". The responses to this question and the percentage who chose each were: "very satisfied", 3.7%; "satisfied", 41.2%; "dissatisfied", 34.2%; "very dissatisfied", 6.8%; and "don't know", 14.1%. The complete findings for this question are presented in Table 47.

The analysis of variance indicated that the mean responses differed significantly within the variables, "level of education" and "posted by employer". The analysis of variance is presented in Table 48 for all variables.

TABLE 47

What is the level of satisfaction or dissatisfaction with...  
the extent to which the school boards keep the public  
informed about school board activities?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	3.7	41.2	34.2	6.8	14.1	2.864	354
<b>Age</b>							
18-27.....	5.1	30.8	38.5	7.7	17.9	3.0256	78
28-37.....	-	41.7	34.3	8.3	15.7	2.9815	108
38-47.....	4.8	42.2	31.3	3.6	18.1	2.8795	83
48-57.....	3.4	50.0	34.5	5.2	6.9	2.6207	58
58-67.....	9.5	47.6	33.3	9.5	-	2.4286	21
over 67.....	33.3	33.3	-	33.3	-	2.3333	3
<b>Religious Affiliation</b>							
Integrated.....	2.4	41.4	34.8	4.8	16.7	2.9190	210
Pentecostal Assemblies.....	6.7	43.3	33.3	-	16.7	2.7667	30
Roman Catholic.....	6.1	41.4	32.3	11.1	9.1	2.7576	99
Other.....	-	-	50.0	37.5	12.5	3.6250	8
<b>Children in School</b>							
Yes.....	2.5	43.1	36.3	6.4	11.8	2.8186	204
No.....	5.5	37.2	31.7	7.6	17.9	2.9517	145
<b>School System</b>							
Both.....	6.3	43.8	34.4	6.3	9.4	2.6875	32
Integrated.....	0.9	43.8	36.6	7.1	11.6	2.8482	112
Roman Catholic.....	3.2	43.5	35.5	4.8	12.9	2.8065	62

TABLE 47 continued ...

What is the level of satisfaction or dissatisfaction with...  
the extent to which the school boards keep the public  
informed about school board activities?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	7.7	56.9	27.7	1.5	6.2	2.4154	65
Some High School.....	5.9	43.1	29.4	-	21.6	2.8824	51
Completed High School.....	3.1	46.2	35.4	7.7	7.7	2.7077	65
Some Post-Secondary.....	2.5	30.0	30.0	10.0	27.5	3.3000	40
Trade/Technical/Nursing....	3.0	29.9	38.8	7.5	20.9	3.1343	67
University Graduate.....	-	38.5	43.6	7.7	10.3	2.8974	39
<b>Length of Residency</b>							
less than 1 year.....	-	28.6	57.1	-	14.3	3.0000	7
1 - 4 years.....	2.6	47.4	28.9	-	21.1	2.8947	38
5 - 10 years.....	7.7	33.3	46.2	5.1	7.7	2.7179	39
more than 10 years.....	3.4	41.7	32.3	8.3	14.3	2.8835	266
<b>Posted by Employer*</b>							
Yes.....	2.7	52.1	34.2	2.7	8.2	2.6164	73
No.....	3.8	37.7	34.7	7.9	15.8	2.9434	265
<b>Considers Oneself Native</b>							
Yes.....	2.3	36.0	38.4	9.3	14.0	2.9651	86
No.....	4.3	42.2	33.3	5.8	14.3	2.8372	258

\*\*\* means that the mean responses differ significantly.



TABLE 48

## Analysis of Variance

The extent to which the school boards keep the public informed about school board activities.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	11.8000	5	2.3600	2.0245	0.0747
Within Groups	402.1716	345	1.1657		
Total	413.9716	350			
<b>Religious Affiliation</b>					
Between Groups	6.6242	3	2.2081	1.8698	0.1344
Within Groups	405.0473	343	1.1809		
Total	411.6715	346			
<b>Children in School</b>					
Between Groups	1.5014	1	1.5014	1.2678	0.2610
Within Groups	410.9513	347	1.1843		
Total	412.4527	348			
<b>School System</b>					
Between Groups	0.6444	2	0.3222	0.3100	0.7338
Within Groups	210.9721	203	1.0393		
Total	211.6165	205			

TABLE 48 continued ...

## Analysis of Variance

The extent to which the school boards keep the public informed about school board activities.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	27.2234	5	5.4447	4.7454	0.0003***
Within Groups	368.3057	321	1.1474		
Total	395.5291	326			
<b>Length of Residency</b>					
Between Groups	1.0907	3	0.3636	0.3047	0.8220
Within Groups	412.8636	346	1.1932		
Total	413.9543	349			
<b>Posted by Employer</b>					
Between Groups	6.1184	1	6.1184	5.2792	0.0222*
Within Groups	389.4112	336	1.1590		
Total	395.5296	337			
<b>Considers Oneself Native</b>					
Between Groups	1.0552	1	1.0552	0.8932	0.3453
Within Groups	404.0581	342	1.1815		
Total	405.1133	343			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

The Scheffé test identified that the mean responses significantly differed between those with a grade nine education or less and the groups: those with trade, technical or nursing training; and those with some post secondary education. Those with a grade nine education or less were more satisfied with this aspect of the school boards than the other two groups.

#### Abilities of School Boards

In response to the final section in this question, less than half of the total sample were either "very satisfied" or "satisfied" that "the school boards had the ability to deal with current problems in education." The responses for this question and the percentage for each response were: "very satisfied", 4.8%; "satisfied", 40.9%; "dissatisfied", 25.6%; "very dissatisfied", 7.1%; and "don't know", 21.6%. The complete findings for this question are presented in Table 49.

The analysis of variance indicated that the mean responses differed significantly within the variables, "level of education" and "posted by employer". The analysis of variance is presented in Table 50 for all variables.

The Scheffé test did not identify any

TABLE 49

What is the level of satisfaction or dissatisfaction with...  
the abilities of school boards to deal with current problems in education?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	4.8	40.9	25.6	7.1	21.5	2.997	352
Age							
18-27.....	3.9	44.2	23.4	7.8	20.8	2.9740	77
28-37.....	2.8	35.2	28.7	8.3	25.0	3.1759	108
38-47.....	2.4	42.7	25.6	4.9	24.4	3.0610	82
48-57.....	8.6	39.7	29.3	6.9	15.5	2.8103	58
58-67.....	14.3	52.4	14.3	9.5	9.5	2.4762	21
over 67.....	33.3	33.3	-	-	33.3	2.6667	3
Religious Affiliation							
Integrated.....	2.9	43.3	26.9	3.8	23.1	3.0096	208
Pentecostal Assemblies.....	6.7	56.7	6.7	3.3	26.7	2.8667	30
Roman Catholic.....	9.1	32.3	29.3	12.1	17.2	2.9596	99
Other.....	-	12.5	25.0	50.0	12.5	3.6250	8
Children in School							
Yes.....	3.4	41.9	28.1	6.4	20.2	2.9803	203
No.....	6.9	38.2	22.9	8.3	23.6	3.0347	144
School System							
Both.....	3.1	28.1	43.8	3.1	21.9	3.1250	32
Integrated.....	1.8	47.7	23.4	6.3	20.7	2.9640	111
Roman Catholic.....	8.1	37.1	29.0	8.1	17.7	2.9032	62

TABLE 49 continued ...

What is the level of satisfaction or dissatisfaction with...  
the abilities of school boards to deal with current problems in education?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	9.2	63.1	10.8	1.5	15.4	2.5077	65
Some High School.....	10.0	34.0	22.0	2.0	32.0	3.1200	50
Completed High School.....	4.6	41.5	33.8	3.1	16.9	2.8615	65
Some Post-Secondary.....	-	41.0	25.6	10.3	23.1	3.1538	39
Trade/Technical/Nursing....	3.0	34.3	29.9	6.0	26.9	3.1940	67
University Graduate.....	2.6	30.8	28.2	20.5	17.9	3.2051	39
<b>Length of Residency</b>							
less than 1 year.....	14.3	42.9	28.6	-	14.3	2.5714	7
1 - 4 years.....	5.3	39.5	26.3	5.3	23.7	3.0263	38
5 - 10 years.....	5.1	30.8	28.2	12.8	23.1	3.1795	39
more than 10 years.....	4.5	42.4	25.4	6.4	21.2	2.9735	264
<b>Posted by Employer*</b>							
Yes.....	9.6	45.2	28.8	5.5	11.0	2.6301	73
No.....	3.8	39.4	25.0	7.2	24.6	3.0947	264
<b>Considers Oneself Native</b>							
Yes.....	3.5	45.3	27.9	5.8	17.4	2.8837	86
No.....	5.4	40.1	25.3	7.0	22.2	3.0039	257

\*\*\* means that the mean responses differ significantly.

TABLE 50

## Analysis of Variance

The abilities of school boards to deal with current problems in education.

<u>Source</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Probability</u>
<b>Age</b>					
Between Groups	11.8780	5	2.3756	1.5576	0.1715
Within Groups	523.1191	343	1.5251		
Total	534.9971	348			
<b>Religious Affiliation</b>					
Between Groups	3.8363	3	1.2788	0.8303	0.4779
Within Groups	525.1608	341	1.5401		
Total	528.9971	344			
<b>Children in School</b>					
Between Groups	0.2495	1	0.2495	0.1616	0.6879
Within Groups	532.7476	345	1.5442		
Total	532.9971	346			
<b>School System</b>					
Between Groups	1.0492	2	0.5246	0.3619	0.6968
Within Groups	292.7752	202	1.4494		
Total	293.8244	204			

TABLE 50 continued ...

## Analysis of Variance

The abilities of school boards to deal with current problems in education.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	22.6096	5	4.5219	2.9730	0.0122*
Within Groups	485.1935	319	1.5210		
Total	507.8031	324			
<b>Length of Residency</b>					
Between Groups	2.7426	3	0.9142	0.5920	0.6206
Within Groups	531.2460	344	1.5443		
Total	533.9886	347			
<b>Posted by Employer</b>					
Between Groups	12.3419	1	12.3419	8.1445	0.0046**
Within Groups	507.6463	335	1.5154		
Total	519.9882	336			
<b>Considers Oneself Native</b>					
Between Groups	0.9305	1	0.9305	0.6104	0.4352
Within Groups	519.8333	341	1.5244		
Total	520.7638	342			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

statistically significant differences between the mean responses within the "level of education" variable.

The mean response of respondents who had been posted into the area was significantly different than that of non-posted respondents. Posted respondents were more satisfied that "the local school boards had the ability to deal with current problems in education." A large percentage of those who had not been posted into the area by their employer said "don't know"

#### Satisfaction with Courses

##### English Language (Writing)

When the sample members were asked "their level of satisfaction or dissatisfaction with the quality of instruction in the English Language (Writing) courses", 22.7% of the respondents stated "very satisfied" and 55.8% stated "satisfied". Eleven point nine percent were "dissatisfied", 1.4% were "very dissatisfied", and 8.2% stated "don't know". The complete findings for this question are presented in Table 51.

The analysis of variance indicated that the mean responses differed significantly within the variables: "children in school", "level of education", and "posted by employer". The analysis of variance is presented in Table 52 for all variables.



TABLE 51

What is the level of satisfaction or dissatisfaction with...  
the English Language (Writing) courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	22.7	55.8	11.9	1.4	8.2	2.167	353
<b>Age</b>							
18-27.....	26.9	56.4	10.3	-	6.4	2.0256	78
28-37.....	24.1	50.0	11.1	1.9	13.0	2.2963	108
38-47.....	18.1	67.5	7.2	2.4	4.8	2.0843	83
48-57.....	17.5	54.4	21.1	1.8	5.3	2.2281	57
58-67.....	19.0	47.6	19.0	-	14.3	2.4286	21
over 67.....	33.3	66.7	-	-	-	1.6667	3
<b>Religious Affiliation</b>							
Integrated.....	19.1	57.4	11.5	1.0	11.0	2.2727	209
Pentecostal Assemblies.....	26.7	66.7	3.3	-	3.3	1.8667	30
Roman Catholic.....	26.3	50.5	14.1	2.0	5.1	2.0505	99
Other.....	-	62.5	25.0	12.5	-	2.5000	8
<b>Children in School*</b>							
Yes.....	22.2	62.1	11.3	2.0	2.5	2.0049	203
No.....	21.4	49.0	12.4	0.7	16.6	2.4207	145
<b>School System</b>							
Both.....	21.9	50.0	18.8	6.3	3.1	2.1875	32
Integrated.....	18.8	69.6	7.1	0.9	3.6	2.0089	112
Roman Catholic.....	29.5	52.5	14.8	1.6	1.6	1.9344	61

TABLE 51 continued ...

What is the level of satisfaction or dissatisfaction with...  
the English Language (Writing) courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	28.1	64.1	4.7	-	3.1	1.8594	64
Some High School.....	30.0	54.0	8.0	-	8.0	2.0200	50
Completed High School.....	24.6	56.9	10.8	1.5	6.2	2.0769	65
Some Post-Secondary.....	20.0	47.5	20.0	2.5	10.0	2.3500	40
Trade/Technical/Nursing....	19.4	50.7	14.9	1.5	13.4	2.3881	67
University Graduate.....	5.1	69.2	17.9	2.6	5.1	2.3333	39
<b>Length of Residency</b>							
less than 1 year.....	14.3	85.7	-	-	-	1.8751	7
1 - 4 years.....	10.5	57.9	18.4	-	13.2	2.4737	38
5 - 10 years.....	30.0	52.5	5.0	2.5	10.0	2.1000	40
more than 10 years.....	22.3	56.1	12.5	1.5	7.6	2.1591	264
<b>Posted by Employer*</b>							
Yes.....	31.5	54.8	8.2	4.1	1.4	1.8904	73
No.....	18.9	57.2	12.9	0.8	10.2	2.2614	264
<b>Considers Oneself Native</b>							
Yes.....	22.4	61.2	9.4	-	7.1	2.0824	85
No.....	22.5	53.9	12.8	1.9	8.9	2.2093	258

"" means that the mean responses differ significantly.

TABLE 52

## Analysis of Variance

The English Language (Writing) courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	6.2957	5	1.2591	1.1317	0.3432
Within Groups	382.7215	344	1.1126		
Total	389.0172	349			
<b>Religious Affiliation</b>					
Between Groups	7.2215	3	2.4072	2.1683	0.0915
Within Groups	379.6687	342	1.1101		
Total	386.8902	345			
<b>Children in School</b>					
Between Groups	14.6210	1	14.6210	13.5870	0.0003***
Within Groups	372.3330	346	1.0761		
Total	386.9540	347			
<b>School System</b>					
Between Groups	1.3523	2	0.6762	0.9926	0.3724
Within Groups	137.6038	202	0.6812		
Total	138.9561	204			

TABLE 52 continued ...

## Analysis of Variance

The English Language (Writing) courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	13.3008	5	2.6602	2.5637	0.0271*
Within Groups	331.0069	319	1.0376		
Total	344.3077	324			
<b>Length of Residency</b>					
Between Groups	4.3785	3	1.4595	1.3138	0.2697
Within Groups	383.2490	345	1.1109		
Total	387.6275	348			
<b>Posted by Employer</b>					
Between Groups	7.8693	1	7.8693	7.2010	0.0076**
Within Groups	366.0892	335	1.0928		
Total	373.9585	336			
<b>Considers Oneself Native</b>					
Between Groups	1.0304	1	1.0304	0.9076	0.3414
Within Groups	387.1212	341	1.1353		
Total	388.1515	342			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

Eighty-four point three percent of the respondents with children in school were either "very satisfied" or "satisfied" with the quality of instruction in this course compared to 70.4% of the respondents without children in school. There was a high percentage of those without children in school who chose "don't know".

The Scheffé test did not identify any statistically significant differences between the mean responses of the groups within the "level of education" variable.

Respondents who had been posted into Happy Valley-Goose Bay were more satisfied with "the quality of instruction in the English Language courses" than the non-posted respondents. Eighty-six point three percent of the posted respondents were either "very satisfied" or "satisfied" with these courses compared to 76.1% of the remaining respondents. In comparison to the posted respondents, a large percentage of the non-posted respondents chose "don't know".

#### English Literature (Reading)

Twenty-three point three percent of the respondents were "very satisfied" with "the quality of instruction in the English Literature courses" in the

local schools. Fifty-six point eight percent were "satisfied", 10.8% were "dissatisfied", 0.6% were "very dissatisfied", and 8.5% stated "don't know". The complete findings for this question are presented in Table 53.

The analysis of variance indicated that there were significant differences between the mean responses within the variables: "children in school", "level of education", and "posted by employer". The analysis of variance is presented in Table 54 for all variables.

Respondents with children in school chose either "very satisfied" or "satisfied" 84.7% of the time compared to 73.0% for respondents without children in school. A large percentage of the respondents without children in school chose "don't know".

The Scheffé test identified that the mean response for the group with a grade nine education or less was significantly different than the mean response for the group with trade, technical, or nursing training. Ninety-two point three percent of those with a grade nine education or less chose either "very satisfied" or "satisfied" compared to 69.7% of those with trade, technical, or nursing training. In comparison to those with a grade nine education or less, a much higher percentage of those with trade, technical, or nursing training chose the response "don't know".

TABLE 53

What is the level of satisfaction or dissatisfaction with...  
English Literature (Reading) courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	23.3	56.8	10.8	0.6	8.5	2.142	352
<b>Age</b>							
18-27.....	25.6	55.1	11.5	-	7.7	2.0897	78
28-37.....	23.4	54.2	8.4	0.9	13.1	2.2617	107
38-47.....	20.5	66.3	8.4	-	4.8	2.0241	83
48-57.....	21.1	54.4	17.5	1.8	5.3	2.1579	57
58-67.....	14.3	57.1	14.3	-	14.3	2.4286	21
over 67.....	66.7	33.3	-	-	-	1.3333	3
<b>Religious Affiliation</b>							
Integrated.....	21.1	57.4	10.0	0.5	11.0	2.2297	209
Pentecostal Assemblies.....	33.3	53.3	10.0	-	-	1.8667	30
Roman Catholic.....	24.2	56.6	12.1	1.0	6.1	2.0808	99
Other.....	-	85.7	14.3	-	-	2.1429	7
<b>Children in School*</b>							
Yes.....	23.6	61.1	11.3	1.0	3.0	1.9852	203
No.....	20.8	52.8	9.7	-	16.7	2.3889	144
<b>School System</b>							
Both.....	25.0	46.9	21.9	3.1	3.1	2.1250	32
Integrated.....	20.7	66.7	9.0	-	3.6	1.9910	111
Roman Catholic.....	29.0	53.2	12.9	1.6	3.2	1.9677	62

TABLE 53 continued ...

What is the level of satisfaction or dissatisfaction with...  
English Literature (Reading)-courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	35.4	56.9	4.6	-	3.1	1.7846	65
Some High School.....	32.0	52.0	6.0	-	10.0	2.0400	50
Completed High School.....	21.5	56.9	15.4	-	6.2	2.1231	65
Some Post-Secondary.....	15.0	65.0	10.0	-	10.0	2.2500	40
Trade/Technical/Nursing....	19.7	50.0	15.2	1.5	13.6	2.3939	66
University Graduate.....	5.3	81.6	7.9	-	5.3	2.1842	38
<b>Length of Residency</b>							
less than 1 year.....	14.3	85.7	-	-	-	1.8571	7
1 - 4 years.....	13.2	55.3	18.4	-	13.2	2.4474	38
5 - 10 years.....	26.3	57.9	5.3	-	10.5	2.1053	38
more than 10 years.....	23.4	57.0	10.9	0.8	7.9	2.1283	265
<b>Posted by Employer*</b>							
Yes.....	27.4	60.3	8.2	2.7	1.4	1.9041	73
No.....	20.9	57.0	11.4	-	10.6	2.2243	263
<b>Considers Oneself Native</b>							
Yes.....	23.5	61.2	8.2	-	7.1	2.0588	85
No.....	23.0	55.3	11.7	0.8	9.3	2.1829	257

"\*" means that the mean responses differ significantly.



TABLE 54

## Analysis of Variance

English Literature (Reading) courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	6.5663	5	1.3133	1.1842	0.3165
Within Groups	380.3850	343	1.1090		
Total	386.9513	348			
<b>Religious Affiliation</b>					
Between Groups	4.2045	3	1.4015	1.2555	0.2896
Within Groups	380.6534	341	1.1163		
Total	384.8579	344			
<b>Children in School</b>					
Between Groups	13.7270	1	13.7270	12.7589	0.0004***
Within Groups	371.1779	345	1.0759		
Total	384.9049	346			
<b>School System</b>					
Between Groups	0.5686	2	0.2843	0.3977	0.6724
Within Groups	144.4265	202	0.7150		
Total	144.9951	204			

TABLE 54 continued ...

## Analysis of Variance

English Literature (Reading) courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	13.4175	5	2.6835	2.6105	0.0248*
Within Groups	326.8881	318	1.0280		
Total	340.3056	323			
<b>Length of Residency</b>					
Between Groups	4.1521	3	1.3840	1.2481	0.2922
Within Groups	381.4686	344	1.1089		
Total	385.6207	347			
<b>Posted by Employer</b>					
Between Groups	5.8594	1	5.8594	5.3457	0.0214*
Within Groups	366.0930	334	1.0961		
Total	371.9524	335			
<b>Considers Oneself Native</b>					
Between Groups	0.9830	1	0.9830	0.8679	0.3522
Within Groups	385.1106	340	1.1327		
Total	386.0936	341			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

Respondents posted by their employer into the local area had a higher level of satisfaction with "the quality of instruction in the English Literature courses" than non-posted respondents. Eighty-seven point seven percent of the posted respondents were either "very satisfied" or "satisfied" with the instruction compared to 77.9% of the non-posted respondents. A large percentage of the non-posted respondents chose "don't know".

#### Mathematics

In responses to "their level of satisfaction or dissatisfaction with the quality of instruction in the Mathematics courses", 27.0% were "very satisfied", 55.7% were "satisfied", 7.4% were "dissatisfied", 1.7% were "very dissatisfied" and 8.2% stated "don't know". The complete findings for this question are presented in Table 55.

The analysis of variance indicated significant differences existed between the mean responses within the variables: "religious affiliation", "children in school", and "level of education". The analysis of variance is presented in Table 56 for all variables.

The Scheffé test did not identify any statistically significant differences between the mean

TABLE 55

What is the level of satisfaction or dissatisfaction with...  
Mathematics courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	27.0	55.7	7.4	1.7	8.2	2.085	352
Age							
18-27.....	34.6	47.4	9.0	2.6	6.4	1.9872	78
28-37.....	23.4	57.0	5.6	1.9	12.1	2.2243	107
38-47.....	21.7	67.5	4.8	1.2	4.8	2.0000	83
48-57.....	31.6	52.6	8.8	1.8	5.3	1.9649	57
58-67.....	19.0	47.6	14.3	-	19.0	2.5238	21
over 67.....	33.3	33.3	33.3	-	-	2.0000	3
Religious Affiliation*							
Integrated.....	25.0	54.8	7.2	1.4	11.5	2.1971	208
Pentecostal Assemblies.....	36.7	60.0	-	3.3	-	1.7000	30
Roman Catholic.....	29.3	55.6	9.1	1.0	5.1	1.9697	99
Other.....	-	75.0	12.5	12.5	-	2.3750	8
Children in School*							
Yes.....	27.0	62.7	6.9	1.5	2.0	1.8873	204
No.....	25.9	46.9	7.7	2.1	17.5	2.3846	143
School System							
Both.....	34.4	50.0	12.5	-	3.1	1.8750	32
Integrated.....	25.0	65.2	5.4	1.8	2.7	1.9196	112
Roman Catholic.....	27.4	59.7	8.1	3.2	1.6	1.9194	62

TABLE 55 continued ...

What is the level of satisfaction or dissatisfaction with...  
Mathematics courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	39.1	54.7	3.1	-	3.1	1.7344	64
Some High School.....	32.0	58.0	4.0	-	6.0	1.9000	50
Completed High School.....	26.2	61.5	3.1	3.1	6.2	2.0154	65
Some Post-Secondary.....	17.5	62.5	7.5	2.5	10.0	2.2500	40
Trade/Technical/Nursing....	26.9	43.3	11.9	3.0	14.9	2.3582	67
University Graduate.....	13.2	68.4	13.2	-	5.3	2.1579	38
<b>Length of Residency</b>							
less than 1 year.....	14.3	85.7	-	-	-	1.8571	7
1 - 4 years.....	15.8	60.5	5.3	2.6	15.8	2.4211	38
5 - 10 years.....	28.2	46.2	10.3	5.1	10.3	2.2308	39
more than 10 years.....	28.0	56.1	7.6	1.1	7.2	2.0341	264
<b>Posted by Employer</b>							
Yes.....	32.9	54.8	6.8	2.7	2.7	1.8767	73
No.....	24.3	57.8	6.5	1.5	9.9	2.1483	263
<b>Considers Oneself Native</b>							
Yes.....	27.4	53.6	10.7	1.2	7.1	2.0714	84
No.....	26.4	56.6	6.2	1.9	8.9	2.1047	258

\*\*\* means that the mean responses differ significantly.

TABLE 56

## Analysis of Variance

Mathematics courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	8.2940	5	1.6588	1.4486	0.2063
Within Groups	392.7719	343	1.1451		
Total	401.0659	348			
<b>Religious Affiliation</b>					
Between Groups	9.0295	3	3.0098	2.6317	0.0500*
Within Groups	390.0024	341	1.1457		
Total	399.0319	344			
<b>Children in School</b>					
Between Groups	20.7960	1	20.7960	18.9678	0.0000****
Within Groups	378.2530	345	1.0964		
Total	399.0490	346			
<b>School System</b>					
Between Groups	0.0536	2	0.0268	0.0417	0.9591
Within Groups	130.3736	203	0.6422		
Total	130.4272	205			

TABLE 56 continued ...

## Analysis of Variance

Mathematics courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	15.9612	5	3.1922	3.0040	0.0115*
Within Groups	337.9246	318	1.0627		
Total	353.8858	323			
<b>Length of Residency</b>					
Between Groups	6.1341	3	2.0447	1.7864	0.1494
Within Groups	393.7366	344	1.1446		
Total	399.8707	347			
<b>Posted by Employer</b>					
Between Groups	4.2143	1	4.2143	3.7129	0.0548
Within Groups	379.1071	334	1.1351		
Total	383.3214	335			
<b>Considers Oneself Native</b>					
Between Groups	0.0699	1	0.0699	0.0598	0.8070
Within Groups	397.7458	340	1.1698		
Total	397.8157	341			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

responses of the groups within the "religious affiliation" variable.

Eighty-nine point seven percent of the respondents with children in school compared to 72.8% of the respondents without children in school chose either "very satisfied" or "satisfied". Seventeen point five percent of the respondents without children in school chose "don't know"; this compared to only 2.0% of the respondents with children in school.

The Scheffé test identified that the mean responses between the group with a grade nine education or less differed significantly from the group with trade, technical or nursing training. Those with a grade nine education or less were more satisfied with the instruction in this course than those with trade, technical or nursing training. Those with trade, technical or nursing training chose "don't know" much more often than those with a grade nine education or less.

### Science

Twenty point one percent of the respondents were "very satisfied" with "the quality of instruction in the Science courses" in the local schools. Fifty-eight point four percent were "satisfied", 9.9% were



"dissatisfied", 1.4% were "very dissatisfied", and 10.2% stated "don't know". The complete findings for this question are presented in Table 57.

The analysis of variance indicated that there were significant differences between the mean responses within the variables: "children in school", "level of education", and "posted by employer". The analysis of variance is presented in Table 58 for all variables.

Respondents with children in school either chose "very satisfied" or "satisfied" with the quality of instruction in these courses 85.3% of the time; respondents without children in school chose one of these options 68.0% of the time. There was a much higher percentage of respondents without children in school who chose "don't know" than respondents with children in school.

The Scheffé test did not identify any statistically significant differences between the mean responses of the groups within the "level of education" variable.

Respondents posted into Happy Valley-Goose Bay by their employer were more satisfied with the Science courses than the non-posted respondents. Eighty-nine point one percent of the posted respondents were either "very satisfied" or "satisfied" with the quality of

TABLE 57

What is the level of satisfaction or dissatisfaction with...  
the Science courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	20.1	58.4	9.9	1.4	10.2	2.232	353
Age							
18-27.....	26.9	46.2	16.7	1.3	9.0	2.1923	78
28-37.....	17.8	60.7	5.6	1.9	14.0	2.3364	107
38-47.....	10.8	75.9	6.0	-	7.2	2.1687	83
48-57.....	22.4	50.0	17.2	3.4	6.9	2.2241	58
58-67.....	23.8	52.4	4.8	-	19.0	2.3810	21
over 67.....	33.3	66.7	-	-	-	1.6667	3
Religious Affiliation							
Integrated.....	17.7	57.4	9.1	1.4	14.4	2.3732	209
Pentecostal Assemblies.....	23.3	66.7	6.7	3.3	-	1.0000	30
Roman Catholic.....	23.2	57.6	12.1	1.0	6.1	2.0909	99
Other.....	-	87.5	12.5	-	-	2.1250	8
Children in School*							
Yes.....	18.1	67.2	8.3	1.5	4.9	2.0784	204
No.....	20.8	47.2	12.5	1.4	18.1	2.4861	144
School System							
Both.....	18.8	53.1	12.5	6.3	9.4	2.3438	32
Integrated.....	17.0	69.6	6.3	1.8	5.4	2.0893	112
Roman Catholic.....	21.0	66.1	9.7	-	3.2	1.9839	62

TABLE 57 continued ...

What is the level of satisfaction or dissatisfaction with...  
the Science courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	29.2	63.1	1.5	-	6.2	1.9077	65
Some High School.....	28.0	52.0	10.0	-	10.0	2.1200	50
Completed High School.....	18.5	61.5	12.3	1.5	6.2	2.1538	65
Some Post-Secondary.....	17.5	52.5	17.5	-	12.5	2.3750	40
Trade/Technical/Nursing....	11.9	61.2	7.5	3.0	16.4	2.5075	67
University Graduate.....	7.9	68.4	13.2	2.6	7.9	2.3421	38
<b>Length of Residency</b>							
less than 1 year.....	28.6	71.4	-	-	-	1.7143	7
1 - 4 years.....	10.5	68.4	5.3	-	15.8	2.4211	38
5 - 10 years.....	23.1	64.1	-	2.6	10.3	2.1282	39
more than 10 years.....	19.6	56.6	12.5	1.5	9.8	2.2528	265
<b>Posted by Employer*</b>							
Yes.....	24.7	64.4	4.1	2.7	4.1	1.9726	73
No.....	17.4	58.7	10.6	1.1	12.1	2.3182	264
<b>Considers Oneself Native</b>							
Yes.....	23.5	50.6	11.8	2.4	11.8	2.2824	85
No.....	18.2	61.2	9.3	1.2	10.1	2.2364	258

"\*" means that the mean responses differ significantly.

TABLE 58

## Analysis of Variance

The Science courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	3.0101	5	0.6020	0.4892	0.7843
Within Groups	423.3470	344	1.2307		
Total	426.3571	349			
<b>Religious Affiliation</b>					
Between Groups	9.4717	3	3.1572	2.6041	0.0518
Within Groups	414.6468	342	1.2124		
Total	424.1185	345			
<b>Children in School</b>					
Between Groups	14.0298	1	14.0298	11.8191	0.0007***
Within Groups	410.7173	346	1.1870		
Total	424.7471	347			
<b>School System</b>					
Between Groups	2.7485	2	1.3742	1.6876	0.1876
Within Groups	165.3098	203	0.8143		
Total	168.0583	205			

TABLE 58 continued ...

## Analysis of Variance

The Science courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	14.1876	5	2.8375	2.4606	0.0331*
Within Groups	367.8616	319	1.1532		
Total	382.0492	324			
<b>Length of Residency</b>					
Between Groups	3.6969	3	1.2323	1.0096	0.3886
Within Groups	421.1111	345	1.2206		
Total	424.8080	348			
<b>Posted by Employer</b>					
Between Groups	6.8295	1	6.8295	5.6741	0.0178*
Within Groups	403.2179	335	1.2036		
Total	410.0474	336			
<b>Considers Oneself Native</b>					
Between Groups	0.1348	1	0.1348	0.1085	0.7421
Within Groups	423.8010	341	1.2428		
Total	423.9358	342			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

instruction in the Science courses" compared to 76.1% of the non-posted respondents. In comparison to the posted respondents, non-posted respondents chose "don't know" more often.

### Social Studies

Sixteen point three percent of the respondents were "very satisfied" with "the quality of instruction in the Social Studies courses", and 63.9% chose "satisfied". Eight percent were "dissatisfied", 0.6% were "very dissatisfied", and 11.2% stated "don't know". The complete findings for this question are presented in Table 59.

The analysis of variance indicated that there were significant differences between the mean responses within two variables, "children in school" and "posted by employer". The analysis of variance is presented in Table 60 for all variables.

Eighty-four point four percent of the respondents with children in school were either "very satisfied" or "satisfied" with "the instruction in the Social Studies courses", this compared to 73.8% of the respondents without children in school who chose one of these two options. Again a high percentage of respondents without children in school chose "don't know".

TABLE 59

What is the level of satisfaction or dissatisfaction with...  
Social Studies courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	16.3	63.9	8.0	0.6	11.2	2.264	349
<b>Age</b>							
18-27.....	19.2	60.3	10.3	-	10.3	2.2179	78
28-37.....	15.0	65.4	5.6	-	14.0	2.3271	107
38-47.....	13.4	69.5	6.1	2.4	8.5	2.2317	82
48-57.....	16.4	61.8	12.7	-	9.1	2.2364	55
58-67.....	14.3	57.1	9.5	-	19.0	2.5238	21
over 67.....	33.3	66.7	-	-	-	1.6667	3
<b>Religious Affiliation</b>							
Integrated.....	14.6	63.1	6.8	-	15.5	2.3883	206
Pentecostal Assemblies.....	24.1	65.5	6.9	3.4	-	1.8966	29
Roman Catholic.....	17.2	66.7	9.1	-	7.1	2.1313	99
Other.....	-	62.5	25.0	12.5	-	2.5000	8
<b>Children in School*</b>							
Yes.....	15.1	69.3	8.5	1.0	6.0	2.1357	199
No.....	16.6	57.2	7.6	-	18.6	2.4690	145
<b>School System</b>							
Both.....	25.8	61.3	3.2	-	9.7	2.0645	31
Integrated.....	11.8	69.1	10.9	1.8	6.4	2.2182	110
Roman Catholic.....	18.3	68.3	8.3	-	5.0	2.0500	60

TABLE 59 continued ...

What is the level of satisfaction or dissatisfaction with...  
Social Studies courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	23.4	67.2	1.6	-	7.8	2.0156	64
Some High School.....	24.5	55.1	8.2	-	12.2	2.2041	49
Completed High School.....	17.2	59.4	10.9	3.1	9.4	2.2813	64
Some Post-Secondary.....	10.0	75.0	5.0	-	10.0	2.2500	40
Trade/Technical/Nursing....	13.6	66.7	4.5	-	15.2	2.3636	66
University Graduate.....	5.3	71.1	13.2	-	10.5	2.3947	38
<b>Length of Residency</b>							
less than 1 year.....	14.3	57.1	-	14.3	14.3	2.5714	7
1 - 4 years.....	13.2	57.9	13.2	-	15.8	2.4737	38
5 - 10 years.....	22.5	62.5	5.0	-	10.0	2.1250	40
more than 10 years.....	15.4	65.4	8.1	0.4	10.8	2.2577	260
<b>Posted by Employer*</b>							
Yes.....	23.3	61.6	9.6	1.4	4.1	2.0137	73
No.....	13.5	65.4	7.3	0.4	13.5	2.3500	260
<b>Considers Oneself Native</b>							
Yes.....	16.5	60.0	14.1	-	9.4	2.2588	85
No.....	16.5	64.6	5.9	0.8	12.2	2.2756	254

"\*" means that the mean responses differ significantly.



TABLE 60

## Analysis of Variance

Social Studies courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	3.1866	5	0.6373	0.5243	0.7579
Within Groups	413.2759	340	1.2155		
Total	406.4625	345			
<b>Religious Affiliation</b>					
Between Groups	9.2491	3	3.0830	2.5735	0.0539
Within Groups	404.9146	338	1.1980		
Total	414.1637	341			
<b>Children in School</b>					
Between Groups	9.3175	1	9.3175	7.8594	0.0053**
Within Groups	405.4470	342	1.1855		
Total	414.7645	343			
<b>School System</b>					
Between Groups	1.3313	2	0.6657	0.7777	0.4609
Within Groups	169.4846	198	0.8560		
Total	170.8159	200			

TABLE 60 continued ...

## Analysis of Variance

Social Studies courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	5.3140	5	1.0628	0.8958	0.4741
Within Groups	373.7327	315	1.1865		
Total	379.0467	320			
<b>Length of Residency</b>					
Between Groups	3.0908	3	1.0303	0.8500	0.4673
Within Groups	413.2976	341	1.2120		
Total	416.3884	344			
<b>Posted by Employer</b>					
Between Groups	6.4463	1	6.4463	5.3863	0.0209*
Within Groups	396.1363	331	1.1968		
Total	402.5826	332			
<b>Considers Oneself Native</b>					
Between Groups	0.0179	1	0.0179	0.0145	0.9043
Within Groups	417.0145	337	1.2374		
Total	417.0324	338			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

Eighty-four point nine percent of the posted respondents were either "very satisfied" or "satisfied", while 68.9% of the non-posted respondents chose one of these two options. A higher percentage of non-posted respondents chose "don't know" compared to the posted respondents.

### Religion

In response to "the level of satisfaction or dissatisfaction with the quality of instruction in the Religion courses", 14.2% of the respondents were "very satisfied" and 58.4% were "satisfied". Eleven point one percent were "dissatisfied", 2.6% were "very dissatisfied", and 13.7% chose "don't know". The complete findings for this question are presented in Table 61.

The analysis of variance indicated that there were significant differences between the mean responses within the variables: "religious affiliation", "children in school", school system, "length of residency" and "posted by employer". The analysis of variance is presented in Table 62 for all variables.

The Scheffé test identified that the mean response of the Roman Catholic respondents differed significantly from the mean response of the Integrated respondents. The Roman Catholic respondents were more

TABLE 61

What is the level of satisfaction or dissatisfaction with...  
the Religion courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample</b> .....	14.2	58.4	11.1	2.6	13.7	2.430	351
<b>Age</b>							
18-27.....	17.1	48.7	17.1	6.6	10.5	2.4474	76
28-37.....	11.2	62.6	6.5	0.9	18.7	2.5327	107
38-47.....	10.8	62.7	12.0	3.6	10.8	2.4096	83
48-57.....	20.7	53.4	13.8	-	12.1	2.2931	58
58-67.....	9.5	66.7	4.8	-	19.0	2.5238	21
over 67.....	33.3	66.7	-	-	-	1.6667	3
<b>Religious Affiliation*</b>							
Integrated.....	10.6	60.1	9.1	1.9	18.3	2.5721	208
Pentecostal Assemblies.....	17.2	48.3	24.1	3.4	6.9	2.3448	29
Roman Catholic.....	21.2	61.6	9.1	1.0	7.1	2.1111	99
Other.....	-	25.0	50.0	25.0	-	3.0000	8
<b>Children in School*</b>							
Yes.....	15.3	64.4	9.9	2.5	7.9	2.2327	202
No.....	11.8	50.0	13.2	2.8	22.2	2.7361	144
<b>School System*</b>							
Both.....	18.8	53.1	9.4	-	18.8	2.4688	32
Integrated.....	8.2	67.3	12.7	3.6	8.2	2.3636	110
Roman Catholic.....	29.0	61.3	4.8	1.6	3.2	1.8871	62

TABLE 61 continued ...

What 's the level of satisfaction or dissatisfaction with...  
the Religion courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	23.1	53.8	12.3	1.5	9.2	2.2000	65
Some High School.....	20.4	59.2	4.1	6.1	10.2	2.2653	49
Completed High School.....	16.9	56.9	12.3	4.6	9.2	2.3231	65
Some Post-Secondary.....	10.0	60.0	12.5	2.5	15.0	2.5250	40
Trade/Technical/Nursing....	10.6	54.5	12.1	1.5	21.2	2.6818	66
University Graduate.....	-	76.9	10.3	-	12.8	2.4872	39
<b>Length of Residency*</b>							
less than 1 year.....	14.3	28.6	14.3	28.6	14.3	3.0000	7
1 - 4 years.....	10.5	52.6	5.3	-	31.6	2.8947	38
5 - 10 years.....	10.3	66.7	10.3	-	12.8	2.3846	39
more than 10 years.....	15.2	58.6	12.2	2.7	11.4	2.3650	263
<b>Posted by Employer*</b>							
Yes.....	24.7	54.8	11.0	4.1	5.5	2.1096	73
No.....	11.5	59.2	11.5	2.3	15.6	2.5153	262
<b>Considers Oneself Native</b>							
Yes.....	11.8	56.5	15.3	2.4	14.1	2.5059	85
No.....	14.8	58.2	10.2	2.7	14.1	2.4297	256

\*\*\* means that the mean responses differ significantly.

**TABLE 62**  
**Analysis of Variance**

The Religion courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	4.1899	5	0.8380	0.5904	0.7074
Within Groups	485.4193	342	1.4194		
Total	489.6092	347			
<b>Religious Affiliation</b>					
Between Groups	17.0778	3	5.6926	4.1962	0.0062**
Within Groups	461.2478	340	1.3566		
Total	478.3256	343			
<b>Children in School</b>					
Between Groups	21.3074	1	21.3074	15.7278	0.0001****
Within Groups	466.0366	344	1.3548		
Total	487.3440	345			
<b>School System</b>					
Between Groups	11.0729	2	5.5365	5.4649	0.0049**
Within Groups	203.6330	201	1.0131		
Total	214.7059	203			

TABLE 62 continued ...

## Analysis of Variance

The Religion courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	10.0190	5	2.0038	0.8958	0.4841
Within Groups	432.2032	318	1.3591		
Total	442.2222	323			
<b>Length of Residency</b>					
Between Groups	11.6500	3	3.8833	2.7879	0.0406*
Within Groups	477.7679	343	1.3929		
Total	489.4179	346			
<b>Posted by Employer</b>					
Between Groups	9.3960	1	9.3960	6.8531	0.0093**
Within Groups	456.5622	333	1.3711		
Total	465.9582	334			
<b>Considers Oneself Native</b>					
Between Groups	0.3705	1	0.3705	0.2584	0.6115
Within Groups	485.9814	339	1.4336		
Total	486.3519	340			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

satisfied with "the instruction in the Religion courses" than the Integrated respondents. A large percentage of the Integrated respondents stated "don't know" in response to this question. Although not statistically significant due to the low numbers in these groups, the percentages of the Pentecostal Assemblies and Other respondents who chose "dissatisfied" or "very dissatisfied" with "the quality of instruction in the Religion courses" were high: Pentecostal Assemblies, 27.5%; and Other, 75.0%.

Respondents with children in school had a higher level of satisfaction with the instruction in these courses than respondents without children in school. Seventy-nine point seven percent of the respondents with children in school chose either "very satisfied" or "satisfied", compared to only 61.8% of those without children in school. The percentage of respondents with no children in school tripled that of respondents with children in school for the "don't know" option.

The Scheffé test identified that the mean response of the respondents with children in the Roman Catholic school system differed significantly from the mean responses of those with children in the Integrated school system and Both school systems. The combined percentage for the "very satisfied" and "satisfied"



were: Roman Catholic, 80.3%; Integrated, 75.5%; and Both, 71.9%. A very high percentage of respondents with children in the two school systems chose "don't know".

Although the analysis of variance indicated that the mean responses between the groups within the "length of residency" variable differed significantly, the Scheffé test could not identify any statistically significant differences. This can be accounted for by the small number of respondents in some of the groups.

Respondents posted into the local area by their employer were more satisfied with "the instruction in the Religion courses" than the non-posted respondents. Seventy-nine point five percent of the posted respondents stated that they were either "very satisfied" or "satisfied" with the quality of instruction compared to 70.7% of the non-posted respondents. A large percentage of the non-posted respondents chose "don't know".

#### Health and Physical Education

Nineteen point nine percent of the respondents were "very satisfied" with "the quality of instruction in the Health and Physical Education courses". Sixty-three point one percent were "satisfied", 6.3%

were "dissatisfied", 0.3% were "very dissatisfied", and 10.5% stated "don't know". The complete findings for this question are presented in Table 63.

The analysis of variance indicated that there were significant differences between the mean responses within the variables, "children in school" and "posted by employer". The analysis of variance is presented in Table 64.

Eighty-nine point one percent of the respondents with children in school were either "very satisfied" or "satisfied" with "the Health and Physical Education courses" compared to 73.8% of the respondents without children in school. Twenty percent of the respondents without children in school chose "don't know" compared to only 4.0% of the respondents with children in school.

Ninety point five percent of the respondents posted by their employer into Happy Valley-Goose Bay were either "very satisfied" or "satisfied" with the quality of instruction in these courses compared to 80.6% of the non-posted respondents.

#### French

Thirteen point one percent of the respondents said that they were "very satisfied" with "the quality of

TABLE 63

What is the level of satisfaction or dissatisfaction with...  
the Health and Physical Education courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	19.9	63.1	6.3	0.3	10.5	2.185	352
Age							
18-27.....	24.4	56.4	10.3	-	9.0	2.1282	78
28-37.....	14.8	63.9	6.5	-	14.8	2.3611	108
38-47.....	18.3	69.5	4.9	1.2	6.1	2.0732	82
48-57.....	21.1	64.9	5.3	-	8.8	2.1053	57
58-67.....	23.8	57.1	-	-	19.0	2.3333	21
over 67.....	33.3	66.7	-	-	-	1.6667	3
Religious Affiliation							
Integrated.....	19.1	61.2	4.8	-	14.8	2.3014	209
Pentecostal Assemblies.....	13.8	82.8	3.4	-	-	1.8966	29
Roman Catholic.....	23.2	61.6	8.1	1.0	6.1	2.0505	99
Other.....	-	87.5	12.5	-	-	2.1250	8
Children in School*							
Yes.....	20.3	68.8	6.4	0.5	4.0	1.9901	202
No.....	17.9	55.9	6.2	-	20.0	2.4828	145
School System							
Both.....	28.1	56.3	3.1	3.1	9.4	2.0938	32
Integrated.....	18.9	67.6	9.0	-	4.5	2.0360	111
Roman Catholic.....	19.7	73.8	4.9	-	1.6	1.9016	61

TABLE 63 continued ...

What is the level of satisfaction or dissatisfaction with...  
the Health and Physical Education courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	23.4	65.6	3.1	-	7.8	2.0313	64
Some High School.....	26.0	66.0	2.0	-	6.0	1.9400	50
Completed High School.....	18.5	61.5	10.8	-	9.2	2.2000	65
Some Post-Secondary.....	17.9	64.1	5.1	-	12.8	2.2564	39
Trade/Technical/Nursing....	19.4	56.7	6.0	-	17.9	2.4030	67
University Graduate.....	10.3	74.4	7.7	2.6	5.1	2.1795	39
<b>Length of Residency</b>							
less than 1 year.....	14.3	71.4	14.3	-	-	2.0000	7
1 - 4 years.....	16.2	62.2	2.7	-	18.9	2.4324	37
5 - 10 years.....	12.5	67.5	7.5	-	12.5	2.3250	40
more than 10 years.....	20.8	62.9	6.4	0.4	9.5	2.1477	264
<b>Posted by Employer*</b>							
Yes.....	24.7	65.8	5.5	-	4.1	1.9315	73
No.....	17.5	63.1	6.5	0.4	12.5	2.2738	263
<b>Considers Oneself Native</b>							
Yes.....	18.8	61.2	8.2	-	11.8	2.2471	85
No.....	19.5	63.8	5.8	0.4	10.5	2.1868	257

"\*" means that the mean responses differ significantly.

TABLE 64

## Analysis of Variance

Health and Physical Education courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	6.2402	5	1.2480	1.0495	0.3884
Within Groups	407.8973	343	1.1892		
Total	414.1375	348			
<b>Religious Affiliation</b>					
Between Groups	7.0522	3	2.3507	1.9826	0.1163
Within Groups	404.3217	341	1.1857		
Total	411.3739	344			
<b>Children in School</b>					
Between Groups	20.4873	1	20.4873	18.0223	0.0000****
Within Groups	392.1871	345	1.1368		
Total	412.6744	346			
<b>School System</b>					
Between Groups	1.0107	2	0.5053	0.7256	0.4853
Within Groups	139.9844	201	0.6964		
Total	140.9951	203			

TABLE 64 continued ...

## Analysis of Variance

Health and Physical Education courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	7.8646	5	1.5729	1.3649	0.2372
Within Groups	366.4564	318	1.1524		
Total	374.3210	323			
<b>Length of Residency</b>					
Between Groups	3.6179	3	1.2060	1.0141	0.3865
Within Groups	409.0947	344	1.1892		
Total	412.7126	347			
<b>Posted by Employer</b>					
Between Groups	6.6934	1	6.6934	5.6893	0.0176*
Within Groups	392.9465	334	1.1765		
Total	399.6399	335			
<b>Considers Oneself Native</b>					
Between Groups	0.2322	1	0.2322	0.1942	0.6614
Within Groups	410.8468	340	1.2084		
Total	411.0790	341			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

instruction in the French courses", another 49.7% said "satisfied". Fifteen point four percent were "dissatisfied", 4.9% were "very dissatisfied", and 16.9% stated "don't know". The complete findings for this question are presented in Table 65.

The analysis of variance indicated that there were significant differences between the mean responses within the variables, "religious affiliation" and "children in school". The analysis of variance is presented in Table 66 for all variables.

The Scheffé test identified that the mean responses between Pentecostal Assemblies and Integrated respondents differed significantly. Eighty percent of the Pentecostal Assemblies respondents were either "very satisfied" or "satisfied" with "the French courses" compared to 61.6% for the Integrated respondents. A high percentage of the Integrated respondents chose "don't know".

Sixty-five percent of the respondents with children in school were either "very satisfied" or "satisfied" with the quality of instruction in these courses compared to 59.4% of the respondents without children in school. As well, the respondents with children in school were more dissatisfied with the instruction in these courses than the respondents

TABLE 65

What is the level of satisfaction or dissatisfaction with...  
the French courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	13.1	49.7	15.4	4.9	16.9	2.626	350
Age							
18-27.....	11.5	50.0	16.7	3.8	17.9	2.6667	78
28-37.....	17.8	45.8	15.0	3.7	17.8	2.5794	107
38-47.....	6.1	53.7	17.1	8.5	14.6	2.7195	82
48-57.....	14.3	50.0	14.3	5.4	16.1	2.5893	56
58-67.....	9.5	57.1	14.3	-	19.0	2.6190	21
over 67.....	33.3	33.3	-	-	33.3	2.6667	3
Religious Affiliation*							
Integrated.....	10.6	51.0	11.1	4.8	22.6	2.7788	208
Pentecostal Assemblies.....	33.3	46.7	10.0	-	10.0	2.0667	30
Roman Catholic.....	11.2	51.0	23.5	5.1	9.2	2.5000	98
Other.....	-	25.0	62.5	12.5	-	2.8750	8
Children in School*							
Yes.....	14.5	50.5	17.5	6.0	11.5	2.4950	200
No.....	9.7	49.7	12.4	3.4	24.8	2.8414	145
School System							
Both.....	12.5	31.3	31.3	12.5	12.5	2.8125	32
Integrated.....	14.5	51.8	11.8	7.3	14.5	2.5545	110
Roman Catholic.....	16.7	55.0	20.0	1.7	6.7	2.2667	60



TABLE 65 continued ...

What is the level of satisfaction or dissatisfaction with...  
the French courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	18.8	56.3	9.4	4.7	10.9	2.3281	64
Some High School.....	12.2	49.0	12.2	4.1	22.4	2.7551	49
Completed High School.....	10.8	50.8	15.4	4.6	18.5	2.6923	65
Some Post-Secondary.....	10.0	42.5	27.5	5.0	15.0	2.7250	40
Trade/Technical/Nursing....	13.6	37.9	19.7	7.6	21.2	2.8485	66
University Graduate.....	10.5	65.8	15.8	2.6	5.3	2.2632	38
<b>Length of Residency</b>							
less than 1 year.....	14.3	42.9	42.9	-	-	2.2857	7
1 - 4 years.....	5.3	42.1	18.4	10.5	23.7	3.0526	38
5 - 10 years.....	17.5	50.0	17.5	-	15.0	2.4500	40
more than 10 years.....	12.6	51.3	14.2	5.0	16.9	2.6207	261
<b>Posted by Employer</b>							
Yes.....	15.1	49.3	20.5	4.1	11.0	2.4658	73
No.....	11.9	49.8	14.9	4.6	18.8	2.6858	261
<b>Considers Oneself Native</b>							
Yes.....	11.8	48.2	20.0	2.4	17.6	2.6588	85
No.....	12.9	49.8	14.5	5.9	16.9	2.6392	255

"" means that the mean responses differ significantly.

TABLE 66  
Analysis of Variance

The French courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	1.1183	5	0.2237	0.1374	0.9836
Within Groups	555.1295	341	1.6279		
Total	556.2478	346			
<b>Religious Affiliation</b>					
Between Groups	16.2337	3	5.4112	3.4385	0.0171*
Within Groups	535.0686	340	1.5737		
Total	551.3023	343			
<b>Children in School</b>					
Between Groups	10.0852	1	10.0852	6.3665	0.0121*
Within Groups	543.3467	343	1.5841		
Total	553.4319	344			
<b>School System</b>					
Between Groups	6.6991	2	3.3496	2.4347	0.0902
Within Groups	273.7811	199	1.3758		
Total	280.4802	201			

TABLE 66 continued ...

## Analysis of Variance

The French courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	15.4034	5	3.0807	1.9914	0.0796
Within Groups	488.8450	316	1.5470		
Total	504.2484	321			
<b>Length of Residency</b>					
Between Groups	8.8891	3	2.9630	1.8605	0.1360
Within Groups	544.6716	342	1.5926		
Total	553.5607	345			
<b>Posted by Employer</b>					
Between Groups	2.7627	1	2.7627	1.7293	0.189.
Within Groups	530.4019	332	1.5976		
Total	533.1646	333			
<b>Considers Oneself Native</b>					
Between Groups	0.0245	1	0.0245	0.0152	0.9020
Within Groups	545.9137	338	1.6151		
Total	545.9382	339			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

without children in school. Twenty-three point five percent of the respondents with children in school were either "dissatisfied" or "very dissatisfied" compared to 15.8% for the respondents without children in school. One-quarter of the respondents with no children in school chose "don't know".

### Art and Music

In response to the final section in this question, 11.3% and 59.8% chose "very satisfied" and "satisfied", respectively, to "the quality of instruction in the Art and Music courses". Ten point five percent were "dissatisfied", 1.4% were "very dissatisfied", and 17.0% stated "don't know". The complete findings for this question are presented in Table 67.

The analysis of variance indicated that there were significant differences between the mean responses within the variables: "religious affiliation", "children in school", and "posted by employer". The analysis of variance is presented in Table 68 for all variables.

The Scheffé test indicated that the mean responses of the Pentecostal Assemblies and Integrated respondents differed significantly. Ninety-three point three percent of the Pentecostal Assemblies respondents were either "very satisfied" or "satisfied" compared to

TABLE 67

What is the level of satisfaction or dissatisfaction with...  
the ART and Music courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	11.3	59.8	10.5	1.4	17.0	2.530	353
Age							
18-27.....	11.5	48.7	17.9	2.6	19.2	2.6923	78
28-37.....	9.3	63.0	10.2	-	17.6	2.5370	108
38-47.....	9.8	68.3	6.1	1.2	14.6	2.4268	82
48-57.....	12.1	65.5	5.2	1.7	15.5	2.4310	58
58-67.....	14.3	42.9	14.3	4.8	23.8	2.8095	21
over 67.....	66.7	-	33.3	-	-	1.6667	3
Religious Affiliation*							
Integrated.....	8.6	57.6	11.0	1.9	21.0	2.6905	210
Pentecostal Assemblies.....	20.0	73.3	3.3	-	3.3	1.9333	30
Roman Catholic.....	13.1	61.6	13.1	-	12.1	2.3636	99
Other.....	14.3	42.9	-	14.3	28.6	3.0000	7
Children in School*							
Yes.....	11.8	67.2	7.8	1.5	11.8	2.3431	204
No.....	9.7	49.3	14.6	1.4	25.0	2.8264	144
School System							
Both.....	12.5	62.5	6.3	-	18.8	2.5000	32
Integrated.....	11.6	63.4	8.0	2.7	14.3	2.4464	112
Roman Catholic.....	14.5	71.0	8.1	-	6.5	2.1290	62

TABLE 67 continued ...

What is the level of satisfaction or dissatisfaction with...  
the ART and Music courses?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	16.9	61.5	3.1	3.1	15.4	2.3846	65
Some High School.....	14.0	62.0	10.0	-	14.0	2.3800	50
Completed High School.....	10.8	67.7	4.6	3.1	13.8	2.4154	65
Some Post-Secondary.....	7.5	50.0	17.5	-	25.0	2.8500	40
Trade/Technical/Nursing....	10.4	53.7	11.9	-	23.9	2.7313	67
University Graduate.....	7.9	57.9	23.7	2.6	7.9	2.4474	38
<b>Length of Residency</b>							
less than 1 year.....	14.3	42.9	14.3	-	28.6	2.8751	7
1 - 4 years.....	7.9	63.2	5.3	-	23.7	2.6842	38
5 - 10 years.....	12.5	65.0	7.5	-	15.0	2.4000	40
more than 10 years.....	11.4	58.7	11.7	1.9	16.3	2.5303	264
<b>Posted by Employer*</b>							
Yes.....	13.7	65.8	11.0	1.4	8.2	2.2466	73
No.....	10.6	59.1	9.8	1.5	18.9	2.5909	264
<b>Considers Oneself Native</b>							
Yes.....	9.5	50.0	20.2	1.2	19.0	2.7024	84
No.....	12.0	62.2	7.3	1.5	17.0	2.4942	343

\*\* means that the mean responses differ significantly.

TABLE 68

## Analysis of Variance

Art and Music courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
Age					
Between Groups	7.3600	5	1.4720	0.9597	0.4426
Within Groups	527.6571	344	1.5339		
Total	535.0171	349			
Religious Affiliation					
Between Groups	20.3549	3	6.7850	4.5890	0.0036**
Within Groups	505.6567	342	1.4785		
Total	526.0116	345			
Children in School					
Between Groups	19.7133	1	19.7133	13.3053	0.0003***
Within Groups	512.6401	346	1.4816		
Total	532.3534	347			
School System					
Between Groups	4.7712	2	2.3856	1.8869	0.1542
Within Groups	256.6463	203	1.2643		
Total	261.4175	205			

TABLE 68 continued ...

## Analysis of Variance

Art and Music courses.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	10.4195	5	2.0839	1.3661	0.2367
Within Groups	486.6081	319	1.5254		
Total	497.0276	324			
<b>Length of Residency</b>					
Between Groups	2.3025	3	0.7675	0.4973	0.6844
Within Groups	532.4252	345	1.5433		
Total	534.7277	348			
<b>Posted by Employer</b>					
Between Groups	6.7804	1	6.7804	4.5485	0.0337*
Within Groups	499.3798	335	1.4907		
Total	506.1602	336			
<b>Considers Oneself Native</b>					
Between Groups	2.7487	1	2.7487	1.7675	0.1846
Within Groups	530.3008	341	1.5551		
Total	533.0495	342			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001



only 66.2% of the Integrated respondents. A high percentage of the Integrated respondents chose "don't know".

Seventy-nine percent of the respondents with children in school were either "very satisfied" or "satisfied" with "the quality of instruction in the Art and Music courses" compared to 59.0% of those without children in school. Fourteen point six percent of the respondents without children in school were "dissatisfied" with the instruction in these courses compared to 7.8% of those with children in school. Again, those without children in school had a much higher percentage who chose "don't know".

Seventy-nine point five percent of the posted respondents were either "very satisfied" or "satisfied" with "the quality of instruction in Art and Music" compared to 69.7% of the non-posted respondents. A large percentage of the non-posted respondents chose "don't know".

#### Satisfaction with Programs and Services

##### Special Education Programs

The subjects of this study were asked "their level of satisfaction or dissatisfaction with the quality of the Special Education programs" and 13.4% said that they

were "very satisfied" with them, while 43.6% said "satisfied". Ten point two percent were "dissatisfied", 1.9% were "very dissatisfied", and 31.2% said "don't know". The complete findings for this question are presented in Table 69.

The analysis of variance indicated that the only significant difference between the mean responses occurred in the "level of education" variable; however, the Scheffé test did not identify any statistically significant differences. The analysis of variance is presented in Table 70 for all variables.

#### French Immersion Program

Eleven point nine percent of the respondents were "very satisfied" with "the quality of the French Immersion program" and 37.7% were "satisfied". Ten point two percent were "dissatisfied", 3.4% were "very dissatisfied", and 36.6% stated "don't know". The complete findings for this question are presented in Table 71.

The analysis of variance indicated that there were significant differences between the mean responses within six variables: age, "religious affiliation", "children in school", "level of education", "length of residency", and "considers oneself native". The analysis of variance is presented in Table 72 for all variables.

TABLE 69

What is the level of satisfaction or dissatisfaction with...  
the Special Education Programs?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	13.3	43.6	10.2	1.9	31.2	2.946	353
Age							
18-27.....	16.7	46.2	12.8	1.3	23.1	2.6795	78
28-37.....	10.2	40.7	9.3	3.7	36.1	3.1481	108
38-47.....	7.2	49.4	8.4	1.2	33.7	3.0482	83
48-57.....	17.5	38.6	14.0	1.8	28.1	2.8421	57
58-67.....	19.0	42.9	-	-	38.1	2.9524	21
over 67.....	33.3	33.3	-	-	33.3	2.6667	3
Religious Affiliation							
Integrated.....	12.4	40.7	9.1	-	37.8	3.1005	209
Pentecostal Assemblies.....	10.0	63.3	13.3	3.3	10.0	2.4000	30
Roman Catholic.....	14.1	46.5	10.1	5.1	24.2	2.7879	99
Other.....	12.5	37.5	12.5	12.5	25.0	3.0000	8
Children in School							
Yes.....	10.8	46.1	8.3	1.5	33.3	3.0049	204
No.....	14.6	41.0	12.5	2.8	29.2	2.9097	144
School System							
Both.....	3.1	40.6	12.5	-	43.8	3.4063	32
Integrated.....	13.4	47.3	5.4	0.9	33.0	2.9286	112
Roman Catholic.....	12.9	41.9	11.3	3.2	30.6	2.9677	62

TABLE 69 continued ...

What is the level of satisfaction or dissatisfaction with...  
the Special Education Programs?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	27.7	47.7	4.6	-	20.0	2.3692	65
Some High School.....	12.0	42.0	10.0	-	36.0	3.0600	50
Completed High School.....	12.5	48.4	4.7	-	34.4	2.9531	64
Some Post-Secondary.....	7.5	47.5	12.5	5.0	27.5	2.9750	40
Trade/Technical/Nursing....	10.4	40.3	10.4	-	38.8	3.1642	67
University Graduate.....	5.1	43.6	17.9	7.7	25.6	3.0513	39
<b>Length of Residency</b>							
less than 1 year.....	-	57.1	-	-	42.9	3.2857	7
1 - 4 years.....	2.6	39.5	10.5	-	47.4	3.5000	38
5 - 10 years.....	5.0	50.0	10.0	-	35.0	3.1000	40
more than 10 years.....	15.9	42.8	10.2	2.7	28.4	2.8485	264
<b>Posted by Employer</b>							
Yes.....	16.4	47.9	6.8	-	28.8	2.7671	73
No.....	12.1	42.4	10.6	2.7	32.2	3.0038	264
<b>Considers Oneself Native</b>							
Yes.....	12.9	48.2	11.8	2.4	24.7	2.7765	85
No.....	12.8	42.2	9.7	1.9	33.3	3.0078	258

"\*" means that the mean responses differ significantly.

TABLE 70

## Analysis of Variance

Special Education Programs.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	11.6465	5	2.3293	1.0438	0.3917
Within Groups	767.6220	344	2.2315		
Total	779.2685	349			
<b>Religious Affiliation</b>					
Between Groups	16.4282	3	5.4761	2.4950	0.0598
Within Groups	750.6354	342	2.1948		
Total	767.0636	345			
<b>Children in School</b>					
Between Groups	0.7647	1	0.7647	0.3433	0.5583
Within Groups	770.8215	346	2.2278		
Total	771.5862	347			
<b>School System</b>					
Between Groups	5.8735	2	2.9368	1.2818	0.2798
Within Groups	465.0828	203	2.2910		
Total	470.9563	205			

TABLE 70 continued ...

## Analysis of Variance

Special Education Programs.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	25.5280	5	5.1056	2.3304	0.0424*
Within Groups	698.8843	319	2.1909		
Total	724.4123	324			
<b>Length of Residency</b>					
Between Groups	15.8873	3	5.2958	2.3962	0.0680
Within Groups	762.4680	345	2.2101		
Total	778.3553	348			
<b>Posted by Employer</b>					
Between Groups	3.2030	1	3.2030	1.4306	0.2325
Within Groups	750.0373	335	2.2389		
Total	753.2403	336			
<b>Considers Oneself Native</b>					
Between Groups	3.4200	1	3.4200	1.5411	0.2153
Within Groups	756.7374	341	2.2192		
Total	760.1574	342			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

TABLE 71

What is the level of satisfaction or dissatisfaction with...  
the French Immersion Program?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	11.9	37.7	10.2	3.4	36.8	3.156	353
Age*							
18-27.....	15.4	46.2	11.5	2.6	24.4	2.7436	78
28-37.....	11.1	29.6	11.1	5.6	42.6	3.3889	108
38-47.....	4.8	39.8	9.6	2.4	43.4	3.3976	83
48-57.....	14.0	42.1	10.5	3.5	29.8	2.9298	57
58-67.....	19.0	23.8	4.8	-	52.4	3.4286	21
over 67.....	33.3	33.3	-	-	33.3	2.6667	3
Religious Affiliation*							
Integrated.....	11.0	36.4	9.1	2.9	40.7	3.2584	209
Pentecostal Assemblies.....	30.0	40.0	6.7	-	23.3	2.4667	30
Roman Catholic.....	8.1	41.4	13.1	4.0	33.3	3.1313	99
Other.....	-	25.0	12.5	12.5	50.0	3.8750	8
Children in School*							
Yes.....	9.8	33.8	10.3	4.4	41.7	3.3431	204
No.....	13.2	43.1	10.4	2.1	31.3	2.9514	144
School System							
Both.....	6.3	31.3	9.4	3.1	50.0	3.5938	32
Integrated.....	9.8	34.8	8.0	4.5	42.9	3.3571	112
Roman Catholic.....	11.3	32.3	14.5	4.8	37.1	3.2419	62

TABLE 71 continued ...

What is the level of satisfaction or dissatisfaction with...  
the French Immersion Program?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	23.1	38.5	10.8	-	27.7	2.7077	65
Some High School.....	6.0	42.0	10.0	2.0	40.0	3.2800	50
Completed High School.....	7.8	31.3	9.4	4.7	46.9	3.5156	64
Some Post-Secondary.....	12.5	45.0	7.5	-	35.0	3.0000	40
Trade/Technical/Nursing....	10.4	31.3	9.0	9.0	40.3	3.3731	67
University Graduate.....	7.7	46.2	17.9	2.6	25.6	2.9231	39
<b>Length of Residency*</b>							
less than 1 year.....	-	28.6	14.3	-	57.1	3.8571	7
1 - 4 years.....	2.6	21.1	21.1	2.6	52.6	3.8158	38
5 - 10 years.....	10.0	40.0	7.5	2.5	40.0	3.2250	40
more than 10 years.....	13.3	59.8	9.1	3.8	34.1	3.0568	264
<b>Posted by Employer</b>							
Yes.....	12.3	31.5	16.4	2.7	37.0	3.2055	73
No.....	10.6	39.8	9.1	3.0	37.5	3.1705	264
<b>Considers Oneself Native*</b>							
Yes.....	16.5	37.6	16.5	3.5	25.9	2.8471	85
No.....	10.1	38.4	8.1	3.5	39.9	3.2481	258

"\*" means that the mean response differ significantly.



TABLE 72

## Analysis of Variance

The French Immersion Program.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
Age					
Between Groups	29.1075	5	5.8215	2.5415	0.0282*
Within Groups	787.9468	344	2.2905		
Total	817.0543	349			
Religious Affiliation					
Between Groups	20.5950	3	6.8650	4.9807	0.0315*
Within Groups	787.6824	342	2.3032		
Total	808.2774	345			
Children in School					
Between Groups	12.9547	1	12.9547	5.6407	0.0181*
Within Groups	794.6401	346	2.2966		
Total	807.5948	347			
School System					
Between Groups	2.6135	2	1.3067	0.5563	0.5742
Within Groups	476.8040	203	2.3488		
Total	479.4175	205			

TABLE 72 continued ...

## Analysis of Variance

The French Immersion Program.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	28.3563	5	5.6713	2.4921	0.0311*
Within Groups	725.9514	319	2.2757		
Total	754.3077	324			
<b>Length of Residency</b>					
Between Groups	22.6477	3	7.5492	3.2981	0.0206*
Within Groups	789.6904	345	2.2890		
Total	812.3381	348			
<b>Posted by Employer</b>					
Between Groups	0.0702	1	0.0702	0.0302	0.8622
Within Groups	779.2474	335	2.3261		
Total	779.3176	336			
<b>Considers Oneself Native</b>					
Between Groups	10.2811	1	10.2811	4.4653	0.0353*
Within Groups	785.1358	341	2.3025		
Total	795.4169	342			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

When the Scheffé test was completed on the findings for these variables, no statistically significant differences could be identified within the variables: age, "religious affiliation", and "level of education".

Respondents without children in school had a higher level of satisfaction with this program than those with children in school. Fifty-six point three percent of respondents without children in school were either "very satisfied" or "satisfied" while only 43.6% of those with children in school chose one of these two responses. For the first time, there was a higher percentage of respondents with children in school who chose "don't know"; 41.7% of those with and 31.3% of those without children in school chose "don't know".

The mean responses between those who had lived in the local area between one and four years and those who had lived in the area more than ten years differed significantly. Of those who lived in Happy Valley-Goose Bay for more than ten years, 53.1% chose "very satisfied" or "satisfied" in response to this question. Only 23.7% of the respondents who had lived in the area between one and four years chose one of these two responses. A very high percentage of both groups chose "don't know", 52.6% of those in the area

between one and four years and 34.1% of those who lived in the area more than ten years.

The mean responses of the native and non-native respondents differed significantly. The native respondents had higher percentages of both satisfaction and dissatisfaction with the French Immersion program. A higher percentage of the non-native respondents chose "don't know"

#### Library Services

Nine point four percent of the respondents were "very satisfied" with "the quality of the Library services" in the schools. Sixty-four point five percent were "satisfied", 9.4% were "dissatisfied", 1.1% were "very dissatisfied", and 15.6% stated "don't know". The complete findings for this question are presented in Table 73.

The analysis of variance indicated that there were significant differences between the mean responses within the variables, "children in school" and "posted by employer". The analysis of variance is presented in Table 74 for all variables.

Seventy-eight point nine percent of the respondents with children in school stated that they were either "very satisfied" or "satisfied" with "the

TABLE 73

What is the level of satisfaction or dissatisfaction with...  
the Library services?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	9.4	64.5	9.4	1.1	15.6	2.491	352
<b>Age</b>							
18-27.....	14.1	64.1	6.4	1.3	14.1	2.3718	78
28-37.....	7.4	63.0	10.2	0.9	18.5	2.6019	108
38-47.....	3.6	69.9	13.3	-	13.3	2.4940	83
48-57.....	12.5	62.5	8.9	-	16.1	2.4464	56
58-67.....	14.3	52.4	4.5	9.5	19.0	2.6667	21
over 67.....	33.3	66.7	-	-	-	1.6667	3
<b>Religious Affiliation</b>							
Integrated.....	7.2	62.5	10.6	0.5	19.2	2.6202	208
Pentecostal Assemblies.....	13.3	73.3	-	-	13.3	2.2667	30
Roman Catholic.....	13.1	65.7	10.1	2.0	9.1	2.2828	99
Other.....	-	62.5	12.5	12.5	12.5	2.7500	8
<b>Children in School*</b>							
Yes.....	8.9	70.0	8.4	0.5	12.3	2.3744	203
No.....	9.7	56.3	11.1	2.1	20.8	2.6806	144
<b>School System</b>							
Both.....	6.5	67.7	6.5	-	19.4	2.5806	31
Integrated.....	8.0	66.1	9.8	-	16.1	2.5000	112
Roman Catholic.....	12.9	74.2	6.5	1.6	4.8	2.1129	62

TABLE 73 continued ...

What is the level of satisfaction or dissatisfaction with...  
the Library services?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	21.5	58.5	4.6	1.5	13.8	2.2769	65
Some High School.....	4.0	70.0	6.0	-	20.0	2.6200	50
Completed High School.....	6.3	74.6	6.3	1.6	11.1	2.3651	63
Some Post-Secondary.....	7.5	55.0	17.5	-	20.0	2.7000	40
Trade/Technical/Nursing....	13.4	61.2	7.5	-	17.9	2.4776	67
University Graduate.....	2.6	61.5	20.5	5.1	10.3	2.5897	39
<b>Length of Residency</b>							
less than 1 year.....	-	71.4	14.3	-	14.3	2.5714	7
1 - 4 years.....	7.9	63.2	10.5	-	18.4	2.5789	38
5 - 10 years.....	12.5	60.0	7.5	-	20.0	2.5500	40
more than 10 years.....	9.5	64.6	9.5	1.5	14.8	2.4753	263
<b>Posted by Employer*</b>							
Yes.....	9.6	79.5	5.5	-	5.5	2.1233	73
No.....	8.7	60.5	11.0	1.1	18.6	2.6046	263
<b>Considers Oneself Native</b>							
Yes.....	8.2	60.0	11.8	1.2	18.8	2.6235	85
No.....	10.1	65.8	8.6	0.8	14.8	2.4436	257

\*\*\* means that the mean responses differ significantly.

TABLE 74

## Analysis of Variance

Library services.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	5.2264	5	1.0453	0.7377	0.5956
Within Groups	486.0172	343	1.4170		
Total	491.2436	348			
<b>Religious Affiliation</b>					
Between Groups	9.8008	3	3.2669	2.3580	0.0715
Within Groups	472.4427	341	1.3855		
Total	482.2435	344			
<b>Children in School</b>					
Between Groups	7.8969	1	7.8969	5.6659	0.0178*
Within Groups	480.8524	345	1.3938		
Total	488.7493	346			
<b>School System</b>					
Between Groups	7.2371	2	3.6105	2.9986	0.0521
Within Groups	243.7581	200	1.2067		
Total	250.9952	202			

TABLE 74 continued ...

## Analysis of Variance

Library services.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	6.8979	5	1.3796	0.9794	0.4304
Within Groups	447.9509	318	1.4087		
Total	454.8488	323			
<b>Length of Residency</b>					
Between Groups	0.5303	3	0.1768	0.1240	0.9459
Within Groups	490.4668	344	1.4258		
Total	490.9971	347			
<b>Posted by Employer</b>					
Between Groups	13.2351	1	13.2351	9.7204	0.0020**
Within Groups	454.7649	334	1.3616		
Total	468.0000	335			
<b>Considers Oneself Native</b>					
Between Groups	2.0684	1	2.0684	1.4670	0.2267
Within Groups	479.3848	340	1.4100		
Total	481.4532	341			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001



Library services", 66.0% of the respondents without children in school chose one of these two options.

Posted respondents had a higher level of satisfaction with Library services than non-posted respondents. Of the respondents posted into Happy Valley-Goose Bay, 89.1% were either "very satisfied" or "satisfied" with this service while only 69.2% of the non-posted chose one of these two options. In comparison to the posted respondents, a very large percentage of the non-posted respondents chose "don't know".

#### Guidance Services

In response to "the level of satisfaction or dissatisfaction with the quality of the Guidance services", 10.4% were "very satisfied", 47.4% were "satisfied", 15.3% were "dissatisfied", 2.6% were "very dissatisfied", and 24.3% stated "don't know". The complete findings for this question are presented in Table 75.

The analysis of variance indicated that the mean responses differed significantly within the variables: "religious affiliation", "level of education", and "posted by employer". The analysis of variance is presented in Table 76 for all variables.

TABLE 75

What is the level of satisfaction or dissatisfaction with...  
the Guidance services?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DCN'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	10.4	47.4	15.3	2.6	24.3	2.829	346
<b>Age</b>							
18-27.....	12.8	43.6	15.4	3.8	24.4	2.8333	78
28-37.....	7.5	45.3	16.0	2.8	28.3	2.9906	106
38-47.....	6.3	56.3	13.8	1.3	22.5	2.7750	80
48-57.....	14.3	42.9	21.4	1.8	19.6	2.5964	56
58-67.....	15.0	45.0	5.0	5.0	30.0	2.9000	20
over 67.....	33.3	66.7	-	-	-	1.6667	3
<b>Religious Affiliation*</b>							
Integrated.....	9.3	44.9	13.2	2.0	30.7	3.0000	205
Pentecostal Assemblies.....	20.0	46.7	16.7	-	16.7	2.4667	30
Roman Catholic.....	10.2	54.1	18.4	5.1	12.2	2.5510	98
Other.....	-	14.3	42.9	-	42.9	3.7143	7
<b>Children in School</b>							
Yes.....	8.5	51.8	15.6	2.0	22.1	2.7739	199
No.....	12.7	40.1	15.5	3.5	28.2	2.9437	142
<b>School System</b>							
Both.....	6.5	54.8	16.1	-	22.6	2.7742	31
Integrated.....	8.2	50.9	16.4	1.8	22.7	2.8000	110
Roman Catholic.....	10.0	51.7	13.3	3.3	21.7	2.7500	60

TABLE 75 continued ...

What is the level of satisfaction or dissatisfaction with...  
the Guidance services?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	21.0	56.5	4.8	-	17.7	2.3710	62
Some High School.....	8.2	42.9	8.2	2.0	38.8	3.2041	49
Completed High School.....	4.8	54.0	17.5	1.6	22.2	2.8254	63
Some Post-Secondary.....	7.5	47.5	22.5	-	22.5	2.8250	40
Trade/Technical/Nursing....	12.1	30.3	24.2	4.5	28.8	3.0758	66
University Graduate.....	10.5	52.6	15.8	7.9	13.2	2.6053	38
<b>Length of Residency</b>							
less than 1 year.....	16.7	50.0	33.3	-	-	2.1667	6
1 - 4 years.....	5.3	44.7	7.9	2.6	39.5	3.2632	38
5 - 10 years.....	7.5	52.5	12.5	-	27.5	2.8750	40
more than 10 years.....	11.2	46.5	16.7	3.1	22.5	2.7907	258
<b>Posted by Employer*</b>							
Yes.....	13.9	55.6	9.7	1.4	19.4	2.5694	72
No.....	8.5	45.0	17.7	2.7	26.2	2.9308	260
<b>Considers Oneself Native</b>							
Yes.....	11.0	46.3	17.1	1.2	24.4	2.8171	82
No.....	10.2	46.9	15.4	2.8	24.8	2.8504	254

"\*" means that the mean responses differ significantly.

**TABLE 76**  
Analysis of Variance

Guidance services.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	8.1009	5	1.6202	0.8666	0.5037
Within Groups	630.0799	337	1.8697		
Total	638.1808	342			
<b>Religious Affiliation</b>					
Between Groups	22.9628	3	7.6543	4.2221	0.0060**
Within Groups	609.1401	336	1.8129		
Total	632.1029	339			
<b>Children in School</b>					
Between Groups	2.3890	1	2.3890	1.2767	0.2593
Within Groups	634.3734	339	1.8713		
Total	636.7624	340			
<b>School System</b>					
Between Groups	0.0988	2	0.0494	0.0282	0.9722
Within Groups	346.2694	198	1.7488		
Total	346.3682	200			

TABLE 76 continued ...

## Analysis of Variance

Guidance services.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	25.8016	5	5.1603	2.8296	0.0162*
Within Groups	568.9815	312	1.8237		
Total	594.7831	317			
<b>Length of Residency</b>					
Between Groups	10.1993	3	3.3998	1.8319	0.1411
Within Groups	627.2744	338	1.8558		
Total	637.4737	341			
<b>Posted by Employer</b>					
Between Groups	7.3614	1	7.3614	4.0060	0.0462*
Within Groups	606.4066	330	1.8376		
Total	613.7680	331			
<b>Considers Oneself Native</b>					
Between Groups	0.0688	1	0.0688	0.0366	0.8485
Within Groups	628.5711	334	1.8819		
Total	628.6399	335			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

The Scheffé test could not identify any statistically significant differences between the mean responses within the variables, "religious affiliation" and "level of education".

Sixty-nine point five percent of the respondents posted by their employer into the area were either "very satisfied" or "satisfied" with "the Guidance services", 53.5% of the non-posted respondents chose one of these options. Twenty point four percent of the non-posted respondents were either "dissatisfied" or "very dissatisfied".

#### Bus transportation

Twenty-four point eight percent of the respondents were "very satisfied" with "the bus transportation", and 53.3% were "satisfied". Ten point three percent were "dissatisfied", 2.8% were "very dissatisfied", and 8.8% stated "don't know". The complete findings for this question are presented in Table 77.

The analysis of variance indicated that the mean responses differed significantly within the variables: "religious affiliation", "children in school", and "level of education". The analysis of variance is presented in Table 78 for all variables.

The Scheffé test could not identify any

TABLE 77

What is the level of satisfaction or dissatisfaction with...  
bus transportation?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	24.8	53.3	10.3	2.8	8.8	2.177	351
<b>Age</b>							
18-27.....	32.5	44.2	13.0	3.9	6.5	2.0779	77
28-37.....	24.1	50.9	10.2	3.7	11.1	2.2685	108
38-47.....	20.5	57.8	13.3	1.2	7.2	2.1687	83
48-57.....	21.1	63.2	7.0	3.5	5.3	2.0877	57
58-67.....	25.0	50.0	-	-	25.0	2.5000	20
over 67.....	33.3	66.7	-	-	-	1.6667	3
<b>Religious Affiliation*</b>							
Integrated.....	22.7	52.2	10.1	2.4	12.6	2.2995	207
Pentecostal Assemblies.....	26.7	63.3	3.3	3.3	3.3	1.9333	30
Roman Catholic.....	30.3	50.5	13.1	2.0	4.0	1.9899	99
Other.....	-	62.5	12.5	25.0	-	2.6250	8
<b>Children in School*</b>							
Yes.....	24.5	56.9	11.8	3.4	3.4	2.0441	204
No.....	24.6	47.9	8.5	2.1	16.9	2.3873	142
<b>School System</b>							
Both.....	34.4	50.0	-	3.1	12.5	2.0938	32
Integrated.....	19.6	56.3	15.2	6.3	2.7	2.1607	112
Roman Catholic.....	30.6	56.5	11.3	-	1.6	1.8548	62

TABLE 77 continued ...

What is the level of satisfaction or dissatisfaction with...  
bus transportation?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	29.2	55.4	7.7	1.5	6.2	2.0000	65
Some High School.....	28.6	57.1	6.1	2.0	6.1	2.0000	49
Completed High School.....	26.6	57.8	7.8	3.1	4.7	2.0156	64
Some Post-Secondary.....	20.0	55.0	12.5	2.5	10.0	2.2750	40
Trade/Technical/Nursing....	24.2	36.4	18.2	4.5	16.7	2.5303	66
University Graduate.....	20.5	59.0	10.3	2.6	7.7	2.1795	39
<b>Length of Residency</b>							
less than 1 year.....	57.1	42.9	-	-	-	1.4286	7
1 - 4 years.....	28.9	36.8	10.5	-	23.7	2.5263	38
5 - 10 years.....	20.5	56.4	7.7	7.7	7.7	2.2564	39
more than 10 years.....	24.0	55.1	11.0	2.7	7.2	2.1407	263
<b>Posted by Employer</b>							
Yes.....	30.1	52.1	9.6	2.7	5.5	2.0137	73
No.....	22.5	54.2	10.3	3.1	9.9	2.2366	262
<b>Considers Oneself Native</b>							
Yes.....	21.2	54.1	11.8	7.1	5.9	2.2235	85
No.....	25.8	53.5	9.4	1.2	10.2	2.1641	256

"\*" means that the mean responses differ significantly.



TABLE 78

## Analysis of Variance

Bus transportation.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	4.9828	5	0.9966	0.8027	0.5483
Within Groups	424.6121	342	1.2416		
Total	429.5949	347			
<b>Religious Affiliation</b>					
Between Groups	9.9315	3	3.3105	2.6917	0.0462*
Within Groups	418.1615	340	1.2299		
Total	428.0930	343			
<b>Children in School</b>					
Between Groups	9.8617	1	9.8617	8.1100	0.0047**
Within Groups	418.3001	344	1.2160		
Total	428.1618	345			
<b>School System</b>					
Between Groups	3.7815	2	1.8908	2.1868	0.1149
Within Groups	175.5194	203	0.8646		
Total	179.3009	205			

TABLE 78 continued ...

## Analysis of Variance

Bus transportation.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	13.8298	5	2.7660	2.3005	0.0448*
Within Groups	381.1424	317	1.2023		
Total	394.9722	322			
<b>Length of Residency</b>					
Between Groups	9.1434	3	3.0478	2.4866	0.0604
Within Groups	420.4185	343	1.2257		
Total	429.5619	347			
<b>Posted by Employer</b>					
Between Groups	2.8377	1	2.8377	2.3030	0.1301
Within Groups	410.3145	333	1.2322		
Total	413.1522	334			
<b>Considers Oneself Native</b>					
Between Groups	0.2257	1	0.2257	0.1813	0.6705
Within Groups	421.8623	339	1.2444		
Total	422.0880	340			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

statistically significant differences between the mean responses for two of the variables, "religious affiliation" and "level of education".

Respondents with children in school had a higher level of satisfaction with "the bus transportation" than the respondents without children in school. Eighty-one point four percent of the respondents with children in school chose either "very satisfied" or "satisfied", compared to 72.5% for those without children in school. Respondents without children in school had a much higher percentage who chose "don't know".

#### Extracurricular Programs

In response to the final section in this question, 24.5% of the total sample stated that they were "very satisfied" with "the quality of the extracurricular programs". The percentages for the remaining responses were: "satisfied", 52.5%; "dissatisfied", 6.2%; "very dissatisfied", 1.1%; and "don't know", 15.3%. The complete findings for this question are presented in Table 79.

The analysis of variance indicated that the mean responses within the "religious affiliation" variable differed significantly; however, the Scheffé test did not identify any statistically significant differences between the mean responses of the groups in this

TABLE 79

What is the level of satisfaction or dissatisfaction with...  
the extracurricular programs?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	24.9	52.5	6.2	1.1	15.3	2.295	353
Age							
18-27.....	38.5	41.0	9.0	1.3	10.3	2.0385	78
28-37.....	21.3	50.0	4.6	1.9	22.2	2.5370	108
38-47.....	18.1	63.9	6.0	1.2	10.8	2.2289	83
48-57.....	21.1	59.6	7.0	-	12.3	2.2281	57
58-67.....	28.6	38.1	4.8	-	28.6	2.6190	21
over 67.....	33.3	66.7	-	-	-	1.6667	3
Religious Affiliation*							
Integrated.....	20.6	55.0	6.2	0.5	17.7	2.3971	209
Pentecostal Assemblies.....	23.3	53.3	10.0	-	13.3	2.2667	30
Roman Catholic.....	36.4	47.5	5.1	2.0	9.1	2.0000	99
Other.....	-	50.0	12.5	12.5	25.0	3.1250	8
Children in School							
Yes.....	22.1	56.4	7.4	1.0	13.2	2.2696	204
No.....	28.5	47.2	4.2	1.4	18.8	2.3472	144
School System							
Both.....	25.0	50.0	12.5	-	12.5	2.5000	32
Integrated.....	17.9	59.8	8.9	0.9	12.5	2.3036	112
Roman Catholic.....	27.4	51.6	3.2	1.6	16.1	2.2742	62

TABLE 79 continued ...

What is the level of satisfaction or dissatisfaction with...  
the extracurricular programs?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	32.3	49.2	3.1	-	15.4	2.1692	65
Some High School.....	18.0	50.0	8.0	-	24.0	2.6200	50
Completed High School.....	26.6	57.8	6.3	1.6	7.8	2.0625	64
Some Post-Secondary.....	35.0	37.5	2.5	5.0	20.0	2.3750	40
Trade/Technical/Nursing....	20.9	50.7	9.0	1.5	17.9	2.4478	67
University Graduate.....	17.9	66.7	7.7	-	7.7	2.1282	39
<b>Length of Residency</b>							
less than 1 year.....	14.3	57.1	-	-	28.6	2.7143	7
1 - 4 years.....	18.4	57.9	5.3	-	18.4	2.4211	38
5 - 10 years.....	25.0	50.0	7.5	-	17.5	2.3500	40
more than 10 years.....	25.8	51.9	6.4	1.5	14.4	2.2689	264
<b>Posted by Employer</b>							
Yes.....	27.4	57.5	5.5	-	9.6	2.0685	73
No.....	23.5	51.9	6.1	1.5	17.0	2.3674	264
<b>Considers Oneself Native</b>							
Yes.....	21.2	51.8	11.8	2.4	12.8	2.3412	85
No.....	26.0	52.3	4.7	0.8	16.3	2.2907	258

"" means that the mean responses differ significantly.

variable. The analysis of variance is presented in Table 80 for all variables.

### Satisfaction with School Facilities

#### Science Labs

The sample members of this study were asked their level of satisfaction or dissatisfaction with the quality of some of the facilities in the schools in Happy Valley-Goose Bay. In response to "the Science Labs", 7.7% chose "very satisfied", 37.0% chose "satisfied", 21.5% chose "dissatisfied", 4.0% chose "very dissatisfied", and 29.8% stated "don't know". The complete findings for this question are presented in Table 81.

The analysis of variance indicated that the mean responses differed significantly within the "religious affiliation" variable, however the Scheffé test did not identify any statistically significant differences. The analysis of variance is presented in Table 82 for all variables.

#### Music Rooms

Eight percent of the respondents were "very satisfied" with "the quality of the Music Rooms" in the local schools, while 46.6% were "satisfied". Fourteen

TABLE 80  
Analysis of Variance

Extracurricular programs.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	15.4588	5	3.0918	1.8856	0.0962
Within Groups	564.0412	344	1.6397		
Total	579.5000	349			
<b>Religious Affiliation</b>					
Between Groups	16.3183	3	5.4394	3.4023	0.0180*
Within Groups	546.7799	342	1.5908		
Total	563.0982	345			
<b>Children in School</b>					
Between Groups	0.5085	1	0.5085	0.3050	0.5811
Within Groups	576.8105	346	1.6671		
Total	577.3190	347			
<b>School System</b>					
Between Groups	0.0847	2	0.0423	0.0283	0.9721
Within Groups	304.0173	203	1.4976		
Total	304.1020	205			

TABLE 80 continued ...

## Analysis of Variance

Extracurricular programs.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	12.6735	5	2.5347	1.5344	0.1787
Within Groups	526.9696	319	1.6519		
Total	539.6431	324			
<b>Length of Residency</b>					
Between Groups	2.1081	3	0.7027	0.4211	0.7380
Within Groups	575.6970	345	1.6687		
Total	577.8051	348			
<b>Posted by Employer</b>					
Between Groups	5.1102	1	5.1102	3.1125	0.0786
Within Groups	550.0174	335	1.6418		
Total	555.1276	336			
<b>Considers Oneself Native</b>					
Between Groups	0.1629	1	0.1629	0.0978	0.7547
Within Groups	568.3036	341	1.6666		
Total	568.4665	342			

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\* p < .05, \*\* p < .01, \*\*\* p < .001, \*\*\*\* p < .0001



TABLE 81

What is the level of satisfaction or dissatisfaction with...  
the Science Labs?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample</b> .....	7.7	37.0	21.5	4.0	29.8	3.112	349
<b>Age</b>							
18-27.....	6.5	45.5	24.7	3.9	19.5	2.8442	77
28-37.....	7.5	25.2	24.3	5.6	37.4	3.4019	107
38-47.....	6.1	40.2	20.7	3.7	29.3	3.0976	82
48-57.....	12.3	40.4	15.8	1.8	29.8	2.9649	57
58-67.....	9.5	42.9	14.3	4.8	28.6	3.0000	21
over 67.....	-	33.3	33.3	-	33.3	3.3333	3
<b>Religious Affiliation*</b>							
Integrated.....	5.7	36.8	22.0	2.4	33.0	3.2010	209
Pentecostal Assemblies.....	16.7	43.3	13.3	-	26.7	2.7667	30
Roman Catholic.....	10.4	36.5	24.0	7.3	21.9	2.9375	96
Other.....	-	-	25.0	25.0	50.0	4.2500	8
<b>Children in School</b>							
Yes.....	9.5	36.3	21.9	3.0	29.4	3.0647	201
No.....	5.6	36.8	21.5	5.6	30.6	3.1875	144
<b>School System</b>							
Both.....	6.3	43.8	25.0	3.1	21.9	2.9063	32
Integrated.....	4.5	38.4	19.6	3.6	33.9	3.2411	112
Roman Catholic.....	18.6	30.5	22.0	3.4	25.4	2.8644	59

TABLE 81 continued ...

What is the level of satisfaction or dissatisfaction with...  
the Science Labs?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	15.4	49.2	12.3	-	23.1	2.6615	65
Some High School.....	10.2	32.7	18.4	2.0	36.7	3.2245	49
Completed High School.....	7.9	39.7	25.4	1.6	25.4	2.9683	63
Some Post-Secondary.....	2.5	37.5	30.0	5.0	25.0	3.1250	40
Trade/Technical/Nursing....	7.5	29.9	22.4	3.0	37.3	3.3284	67
University Graduate.....	-	34.2	31.6	13.2	21.1	3.2105	38
<b>Length of Residency</b>							
less than 1 year.....	14.3	42.9	14.3	-	28.6	2.8571	7
1 - 4 years.....	7.9	31.6	21.1	-	39.5	3.3158	38
5 - 10 years.....	5.0	45.0	17.5	2.5	30.0	3.0750	40
more than 10 years.....	7.7	36.4	22.6	5.0	28.4	3.0996	261
<b>Posted by Employer</b>							
Yes.....	11.0	39.7	23.3	2.7	23.3	2.8767	73
No.....	6.9	36.4	21.1	4.2	31.4	3.1686	261
<b>Considers Oneself Native</b>							
Yes.....	8.2	37.6	23.5	5.9	24.7	3.0118	85
No.....	7.5	37.3	21.6	3.1	30.6	3.1216	255

"" means that the mean responses differ significantly.

TABLE 82  
Analysis of Variance

Science Labs.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	16.1731	5	3.2346	1.7190	0.1296
Within Groups	641.6655	341	1.8817		
Total	757.8386	346			
<b>Religious Affiliation</b>					
Between Groups	18.5141	3	6.1714	3.3100	0.0203*
Within Groups	632.0515	339	1.8645		
Total	650.5656	342			
<b>Children in School</b>					
Between Groups	1.2656	1	1.2656	0.6637	0.4158
Within Groups	654.0967	343	1.9070		
Total	655.3623	344			
<b>School System</b>					
Between Groups	6.6138	2	3.3069	1.7129	0.1830
Within Groups	386.1251	200	1.9306		
Total	170.8159	200			

TABLE 82 continued ...

## Analysis of Variance

Science Labs.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
Level of Education					
Between Groups	18.0090	5	3.6018	1.9473	0.0863
Within Groups	584.4879	316	1.8496		
Total	602.4969	321			
Length of Residency					
Between Groups	2.1231	3	0.7077	0.3716	0.7735
Within Groups	651.2526	342	1.9042		
Total	653.3757	345			
Posted by Employer					
Between Groups	4.8595	1	4.8595	2.5671	0.1101
Within Groups	628.4728	332	1.8930		
Total	633.3323	333			
Considers Oneself Native					
Between Groups	0.7686	1	0.7686	0.4083	0.5232
Within Groups	636.2196	338	1.8823		
Total	636.9882	339			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

point five percent were "dissatisfied", 3.1% were "very dissatisfied", and 27.9% stated "don't know". The complete findings for this question are presented in Table 83.

The analysis of variance indicated that the mean responses differed significantly within the variables: "religious affiliation", school system, "length of residency", and "posted by employer". The analysis of variance is presented in Table 84 for all variables.

The Scheffé test did not identify any statistically significant differences within the "religious affiliation" variable.

The Scheffé test identified a significant difference between the mean responses of the respondents with children in the Roman Catholic and Integrated school systems. The respondents with children in the Roman Catholic school system were more satisfied with "the Music Rooms" than the respondents with children in the Integrated school system. In comparison, a higher percentage of respondents with children in the Integrated schools stated "don't know" compared to those with children in the Roman Catholic system.

The Scheffé test identified that those who lived in the area more than ten years had a higher level of

TABLE 83

What is the level of satisfaction or dissatisfaction with...  
the Music Rooms?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	8.0	46.4	14.5	3.1	27.9	2.966	351
Age							
18-27.....	5.1	55.1	14.1	3.8	21.8	2.8205	78
28-37.....	6.5	37.0	17.6	3.7	35.2	3.2407	108
38-47.....	9.8	47.6	12.2	1.2	29.3	2.9268	82
48-57.....	8.8	54.4	12.3	3.5	21.1	2.7368	57
58-67.....	14.3	38.1	14.3	4.8	28.6	2.9524	21
over 67.....	33.3	33.3	-	-	33.3	2.6667	3
Religious Affiliation*							
Integrated.....	3.8	45.5	16.7	1.9	32.1	3.1292	209
Pentecostal Assemblies.....	13.3	53.3	13.3	-	20.0	2.6000	30
Roman Catholic.....	16.3	45.9	11.2	6.1	20.4	2.6837	98
Other.....	-	50.0	-	12.5	37.5	3.3750	8
Children in School							
Yes.....	9.9	47.8	12.3	2.5	27.6	2.9015	203
No.....	5.6	43.8	17.4	4.2	29.2	3.0764	144
School System*							
Both.....	6.3	50.0	9.4	3.1	31.3	3.0313	32
Integrated.....	3.6	44.6	17.9	1.8	32.1	3.1429	112
Roman Catholic.....	21.3	52.5	4.9	3.3	18.0	2.4426	61

TABLE 83 continued ...

What is the level of satisfaction or dissatisfaction with...  
the Music Rooms?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	13.8	61.5	1.5	1.5	21.5	2.5538	65
Some High School.....	10.0	44.0	12.0	2.0	32.0	3.0200	50
Completed High School.....	9.5	44.4	14.3	1.6	30.2	2.9841	63
Some Post-Secondary.....	2.5	47.5	22.5	2.5	25.0	3.0000	40
Trade/Technical/Nursing....	7.5	40.3	16.4	1.5	34.3	3.1493	67
University Graduate.....	5.1	38.5	30.8	7.7	17.9	2.9487	39
<b>Length of Residency*</b>							
less than 1 year.....	14.3	42.9	14.3	-	28.6	2.8751	7
1 - 4 years.....	5.3	28.9	15.8	2.6	47.4	3.5789	38
5 - 10 years.....	10.0	32.5	25.0	-	32.5	3.1250	40
more than 10 years.....	8.0	51.0	12.5	3.8	24.7	2.8631	263
<b>Posted by Employer*</b>							
Yes.....	12.3	50.7	13.7	4.1	19.2	2.6712	73
No.....	6.8	45.2	15.2	2.3	30.4	3.0418	263
<b>Considers Oneself Native</b>							
Yes.....	5.9	44.7	15.3	3.5	30.6	3.0824	85
No.....	8.9	46.7	14.4	2.7	27.2	2.9261	257

"\*" means that the mean responses differ significantly.

TABLE 84

## Analysis of Variance

Music Rooms.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
Age					
Between Groups	13.1927	5	2.6385	1.3641	0.2373
Within Groups	663.4606	343	1.9343		
Total	676.6533	348			
Religious Affiliation					
Between Groups	18.7293	3	6.2431	3.2864	0.0210*
Within Groups	647.7808	341	1.8997		
Total	666.5101	344			
Children in School					
Between Groups	2.5773	1	2.5773	1.3228	0.2509
Within Groups	672.1893	345	1.9484		
Total	674.7666	346			
School System					
Between Groups	19.8580	2	9.9290	5.1996	0.0063**
Within Groups	385.7322	202	1.9096		
Total	405.5902	204			



TABLE 84 continued ...

## Analysis of Variance

Music Rooms.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
Level of Education					
Between Groups	13.2083	5	2.6417	1.3717	0.2346
Within Groups	612.4306	318	1.9259		
Total	625.6389	323			
Length of Residency					
Between Groups	18.1451	3	6.0484	3.1641	0.0247*
Within Groups	657.5675	344	1.9115		
Total	675.7126	347			
Posted by Employer					
Between Groups	7.8475	1	7.8475	4.0913	0.0439*
Within Groups	640.6495	334	1.9181		
Total	648.4970	335			
Considers Oneself Native					
Between Groups	1.5601	1	1.5601	0.8012	0.3714
Within Groups	662.0189	340	1.9471		
Total	663.5790	341			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

satisfaction with these facilities than those who lived in the area between one and four years. In comparison to those who lived in Happy Valley-Goose Bay for more than ten years, a very high percentage of those who lived in the area between one and four years chose "don't know".

Respondents who had been posted into the local area by their employer were generally more satisfied with "the Music Rooms" than non-posted respondents. Sixty-three percent of the posted respondents chose either "very satisfied" or "satisfied" with these facilities compared to 52.0% of the non-posted respondents. Non-posted respondents chose "don't know" more times than the posted respondents.

#### Computer Rooms

Eight point six percent of the respondents were "very satisfied" with "the quality of the Computer Rooms"; 29.5% were "satisfied", 19.5% were "dissatisfied", 7.2% were "very dissatisfied", and 35.2% stated "don't know". The complete findings for this question are presented in Table 85.

The analysis of variance indicated that the mean responses differed significantly within the variables: age, "level of education", and "posted by employer".

TABLE 85

What is the level of satisfaction or dissatisfaction with...  
the Computer Rooms?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	8.6	29.5	19.5	7.2	35.2	3.309	349
Age *							
18-27.....	9.1	39.0	20.8	2.6	28.6	3.0260	77
28-37.....	5.6	15.0	22.4	14.0	43.0	3.7383	107
38-47.....	6.1	35.4	18.3	3.7	36.6	3.2927	82
48-57.....	12.3	35.1	15.8	7.0	29.8	3.0702	57
58-67.....	23.8	28.6	14.3	4.8	28.6	2.8571	21
over 67.....	-	33.3	33.3	-	33.3	3.3333	3
Religious Affiliation							
Integrated.....	5.8	29.3	20.2	5.8	38.9	3.4279	208
Pentecostal Assemblies.....	23.3	36.7	10.0	-	30.0	2.7667	30
Roman Catholic.....	10.2	28.6	21.4	12.2	27.6	3.1837	98
Other.....	12.5	12.5	12.5	12.5	50.0	3.7500	8
Children in School							
Yes.....	8.5	30.3	18.4	7.5	35.3	3.3085	201
No.....	9.0	27.8	20.8	6.9	35.4	3.3194	144
School System							
Both.....	3.1	34.4	15.6	12.5	34.4	3.4063	32
Integrated.....	6.3	32.1	18.8	5.4	37.5	3.3571	112
Roman Catholic.....	15.3	25.4	16.9	10.2	32.2	3.1864	59

TABLE 85 continued ...

What is the level of satisfaction or dissatisfaction with...  
the Computer Rooms?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	15.6	42.2	9.4	1.6	31.3	2.9063	64
Some High School.....	12.2	30.6	12.2	4.1	40.8	3.3061	49
Completed High School.....	9.5	36.5	22.2	1.6	30.2	3.0635	63
Some Post-Secondary.....	2.5	20.0	30.0	12.5	35.0	3.5750	40
Trade/Technical/Nursing....	7.5	22.4	23.9	4.5	41.8	3.5075	67
University Graduate.....	-	17.9	30.8	25.6	25.6	3.5897	39
<b>Length of Residency</b>							
less than 1 year.....	14.3	28.6	14.3	-	42.9	3.2857	7
1 - 4 years.....	2.8	19.4	25.0	2.8	50.0	3.7778	36
5 - 10 years.....	12.5	17.5	25.0	5.0	40.0	3.4250	40
more than 10 years.....	8.4	32.7	18.3	8.4	32.3	3.2357	263
<b>Posted by Employer*</b>							
Yes.....	12.7	42.3	21.1	4.2	19.7	2.7606	71
No.....	7.6	25.5	19.4	8.0	39.5	3.4639	263
<b>Considers Oneself Native</b>							
Yes.....	11.8	35.3	12.9	7.1	32.9	3.1412	85
No.....	7.5	27.8	22.0	7.1	35.7	3.3569	255

\*\*\* means that the mean responses differ significantly.

The analysis of variance is presented in Table 86 for all variables.

The Scheffé test did not identify any statistically significant differences within the "level of education" variable.

The Scheffé test did identify that the mean response of the age group between 18 to 27 differed significantly from the mean response of the age group, 28 to 37. In the age group, 18 to 27, 48.1% were either "very satisfied" or "satisfied" with "the Computer Rooms" compared to only 20.6% of the group, 28 to 37. Of the group, 28 to 37, more respondents stated "don't know" than the group, 18 to 27.

Posted respondents were much more satisfied with "the Computer Rooms" than the non-posted respondents. Fifty-five percent of the posted respondents chose either "very satisfied" or "satisfied" compared to only 33.1% of the posted respondents. Thirty-nine point five percent of the non-posted respondents chose "don't know" compared to only 19.7% of the posted respondents.

#### Gymnasiums

Seventeen point seven percent of the respondents were "very satisfied" with "the quality of the

TABLE 86  
Analysis of Variance

Computer Rooms.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	33.4518	5	6.6904	3.4125	0.0051**
Within Groups	668.5540	341	1.9606		
Total	702.0058	346			
<b>Religious Affiliation</b>					
Between Groups	14.8584	3	4.9528	2.4674	0.0620
Within Groups	682.4788	340	2.0073		
Total	697.3372	343			
<b>Children in School</b>					
Between Groups	0.0101	1	0.0101	0.0050	0.9439
Within Groups	700.1812	343	2.0413		
Total	700.1913	344			
<b>School System</b>					
Between Groups	1.4405	2	0.7202	0.3493	0.7056
Within Groups	412.3822	200	2.0619		
Total	413.8227	202			

TABLE 86 continued ...

## Analysis of Variance

Computer Rooms

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	22.5909	5	4.5182	2.2897	0.0458*
Within Groups	623.5489	316	1.9733		
Total	646.1398	321			
<b>Length of Residency</b>					
Between Groups	9.8520	3	3.2840	1.6353	0.1809
Within Groups	686.8098	342	2.0082		
Total	696.6618	345			
<b>Posted by Employer</b>					
Between Groups	27.6546	1	27.6546	14.1614	0.0002***
Within Groups	648.3364	332	1.9528		
Total	675.9910	333			
<b>Considers Oneself Native</b>					
Between Groups	2.9657	1	2.9657	1.4680	0.2265
Within Groups	682.8314	338	2.0202		
Total	685.7971	339			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

Gymnasiums" in the local schools and another 60.7% were "satisfied". Five point four percent were "dissatisfied", 2.0% were "very dissatisfied", and 14.2% stated "don't know". The complete findings for this question are presented in Table 87.

The analysis of variance indicated that the mean responses differed significantly within the variables, "religious affiliation" and "posted by employer". The analysis of variance is presented in Table 88 for all variables.

The Scheffé test identified that the mean response of the Pentecostal Assemblies respondents differed significantly from the mean responses of both the Integrated and Other respondents. The combined percentage who chose either "very satisfied" or "satisfied" for each group were: Pentecostal Assemblies, 100.0%; Integrated, 76.1%; and Other, 50.0%. A very high percentage of the Integrated respondents chose "don't know" and even a much higher percentage of the Other respondents chose this option.

Eighty-nine point one percent of the posted respondents were either "very satisfied" or "satisfied" compared to 74.9% of the non-posted respondents. Non-posted respondents had more dissatisfaction with "the quality of the gymnasiums" and had a higher percentage for the "don't know" response.



TABLE 87

What is the level of satisfaction or dissatisfaction with...  
the Gymnasiums?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	17.7	60.7	5.4	2.0	14.2	2.345	351
Age							
18-27.....	21.8	62.8	3.8	1.3	10.3	2.1538	78
28-37.....	12.0	54.6	11.1	2.8	19.4	2.6296	108
38-47.....	13.4	70.7	3.7	1.2	11.0	2.2561	82
48-57.....	24.6	59.6	1.8	1.8	12.3	2.1754	57
58-67.....	28.6	47.6	-	4.8	19.0	2.3810	21
over 67.....	33.3	33.3	-	-	33.3	2.6667	3
Religious Affiliation*							
Integrated.....	13.9	62.2	6.2	1.0	16.7	2.4450	209
Pentecostal Assemblies.....	26.7	73.3	-	-	-	1.7333	30
Roman Catholic.....	24.5	54.1	5.1	5.1	11.2	2.2449	98
Other.....	-	50.0	12.5	-	37.5	3.2500	8
Children in School							
Yes.....	17.7	64.0	5.4	1.5	11.3	2.2463	203
No.....	18.1	54.9	5.6	2.8	18.8	2.4931	144
School System							
Both.....	15.6	65.6	3.1	3.1	12.5	2.3125	32
Integrated.....	14.3	65.2	5.4	1.8	13.4	2.3482	112
Roman Catholic.....	24.6	60.7	4.9	1.6	8.2	2.0820	61

TABLE 87 continued ...

What is the level of satisfaction or dissatisfaction with...  
the Gymnasiums?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	30.8	56.9	1.5	-	10.8	2.0308	65
Some High School.....	18.0	68.0	4.0	-	10.0	2.1600	50
Completed High School.....	17.5	68.3	3.2	-	11.1	2.1905	63
Some Post-Secondary.....	15.0	60.0	7.5	5.0	12.5	2.4000	40
Trade/Technical/Nursing....	17.9	52.2	7.5	3.0	19.4	2.5373	67
University Graduate.....	5.1	64.1	12.8	2.6	15.4	2.5897	39
<b>Length of Residency</b>							
less than 1 year.....	14.3	71.4	-	-	14.3	2.2857	7
1 - 4 years.....	7.9	65.8	2.6	-	23.7	2.6579	38
5 - 10 years.....	20.0	50.0	10.0	-	20.0	2.5000	40
more than 10 years.....	19.0	60.8	5.3	2.7	12.2	2.2814	263
<b>Posted by Employer*</b>							
Yes.....	28.8	60.3	1.4	-	9.6	2.0137	73
No.....	13.7	61.2	6.8	2.3	16.0	2.4563	263
<b>Considers Oneself Native</b>							
Yes.....	22.4	57.6	4.7	2.4	12.9	2.2588	85
No.....	16.3	61.5	5.8	1.6	14.8	2.3696	257

"" means that the mean responses differ significantly.

TABLE 88  
Analysis of Variance

Gymnasiums.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	14.2231	5	2.8446	1.9404	0.0871
Within Groups	502.8256	343	1.4660		
Total	517.0487	348			
<b>Religious Affiliation</b>					
Between Groups	20.8473	3	6.9491	4.8647	0.0025**
Within Groups	487.1063	341	1.4285		
Total	507.9536	344			
<b>Children in School</b>					
Between Groups	5.1291	1	5.1291	3.4583	0.0638
Within Groups	511.6778	345	1.4831		
Total	516.8069	346			
<b>School System</b>					
Between Groups	2.8908	2	1.4454	1.1192	0.3286
Within Groups	260.8848	202	1.2915		
Total	263.7756	204			

TABLE 88 continued ...

## Analysis of Variance

Gymnasiums.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	13.8945	5	2.7789	1.9990	0.0785
Within Groups	442.0654	318	1.3901		
Total	455.9599	323			
<b>Length of Residency</b>					
Between Groups	5.7683	3	1.9228	1.2940	0.2763
Within Groups	511.1599	344	1.4859		
Total	516.9282	347			
<b>Posted by Employer</b>					
Between Groups	11.1921	1	11.1921	7.6880	0.0059**
Within Groups	486.2334	334	1.4558		
Total	497.4255	335			
<b>Considers Oneself Native</b>					
Between Groups	0.7845	1	0.7845	0.5291	0.4675
Within Groups	504.1892	340	1.4829		
Total	504.9737	341			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

Home Economics Rooms

In response to the final section in this question, 7.7% of the respondents said that they were "very satisfied" with "the quality of the Home Economics Rooms", and another 38.7% said "satisfied". Twelve point five percent said that they were "dissatisfied", 3.7% said "very dissatisfied", and 37.3% said "don't know". The complete findings for this question are presented in Table 89.

The analysis of variance indicated that the mean responses differed significantly within four variables: age, "level of education", "length of residency", and "considers oneself native". The analysis of variance is presented in Table 90 for all variables.

The Scheffé test identified a significant difference between the mean response of the age group, 18 to 27, and the mean response of the age group, 28 to 37. The lower age group was more satisfied with this facility. Almost one-half of the respondents in the higher age group chose "don't know" compared to about one-quarter of the lower age group.

The Scheffé test identified a significant difference between the mean response of those with a grade nine education or less and those with trade, technical, or nursing training. Those with a grade

TABLE 89

What is the level of satisfaction or dissatisfaction with...  
the Home Economics Rooms?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	7.7	38.7	12.5	3.7	37.3	3.242	351
Age*							
18-27.....	9.0	48.7	14.1	2.6	25.6	2.8718	78
28-37.....	3.7	28.7	14.8	4.6	48.1	3.6481	108
38-47.....	6.1	37.8	9.8	2.4	43.9	3.4024	82
48-57.....	12.3	43.9	12.3	3.5	28.1	2.9123	57
58-67.....	14.3	42.9	4.8	9.5	28.6	2.9524	21
over 67.....	33.3	33.3	-	-	33.3	2.6667	3
Religious Affiliation							
Integrated.....	5.3	40.2	12.4	2.4	39.7	3.3110	209
Pentecostal Assemblies.....	13.3	53.3	10.0	-	23.3	2.6667	30
Roman Catholic.....	12.2	32.7	13.3	7.1	34.7	3.1939	98
Other.....	-	25.0	12.5	12.5	50.0	3.8750	8
Children in School							
Yes.....	7.9	36.0	12.3	3.9	39.9	3.3202	203
No.....	7.6	42.4	11.8	3.5	34.7	3.1528	144
School System							
Both.....	6.3	37.5	18.8	-	37.5	3.2500	32
Integrated.....	2.7	42.0	12.5	1.8	41.1	3.3661	112
Roman Catholic.....	18.0	27.9	8.2	6.6	39.3	3.2131	61

TABLE 89 continued ...

What is the level of satisfaction or dissatisfaction with...  
the Home Economics Rooms?

	VERY SATISFIED (%)	SATISFIED (%)	DISSATISFIED (%)	VERY DISSATISFIED (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>							
Grade 9 or less.....	18.5	49.2	7.7	1.5	23.1	2.6154	65
Some High School.....	8.0	36.0	14.0	-	42.0	3.3200	50
Completed High School.....	4.8	46.0	11.1	-	38.1	3.2063	63
Some Post-Secondary.....	7.5	35.0	17.5	5.0	35.0	3.2500	40
Trade/Technical/Nursing....	7.5	31.3	11.9	3.0	46.3	3.4925	67
University Graduate.....	-	30.8	17.9	15.4	35.9	3.5641	39
<b>Length of Residency*</b>							
less than 1 year.....	14.3	42.9	-	-	42.9	3.1429	7
1 - 4 years.....	2.6	28.9	7.9	-	60.5	3.8684	38
5 - 10 years.....	2.5	32.5	20.0	2.5	42.5	3.5000	40
more than 10 years.....	9.1	41.1	12.2	4.2	33.5	3.1179	263
<b>Posted by Employer</b>							
Yes.....	12.3	41.1	12.3	-	34.2	3.0274	73
No.....	6.8	38.0	12.2	4.2	38.8	3.3004	263
<b>Considers Oneself Native*</b>							
Yes.....	8.2	51.8	10.6	3.5	25.9	2.8706	85
No.....	7.8	34.6	13.2	3.1	41.2	3.3541	257

\*\*\* means that the mean responses differ significantly.

TABLE 90

## Analysis of Variance

Home Economics Rooms.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	39.5605	5	7.9121	3.7732	0.0024**
Within Groups	719.2475	343	2.0969		
Total	758.8080	348			
<b>Religious Affiliation</b>					
Between Groups	14.3399	3	4.7800	2.2218	0.0854
Within Groups	733.6427	341	2.1514		
Total	747.9826	344			
<b>Children in School</b>					
Between Groups	2.3612	1	2.3612	1.0792	0.2996
Within Groups	754.8261	345	2.1879		
Total	757.1873	346			
<b>School System</b>					
Between Groups	1.0282	2	0.5141	0.2286	0.7958
Within Groups	454.2206	202	2.2486		
Total	455.2488	204			



TABLE 90 continued ...

## Analysis of Variance

Home Economics Rooms.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	33.8875	5	6.7775	3.2052	0.0077**
Within Groups	672.4181	318	2.1145		
Total	706.3056	323			
<b>Length of Residency</b>					
Between Groups	21.6933	3	7.2311	3.3772	0.0186*
Within Groups	736.5453	344	2.1411		
Total	758.2386	347			
<b>Posted by Employer</b>					
Between Groups	4.2580	1	4.2580	1.9397	0.1646
Within Groups	733.2152	334	2.1953		
Total	737.4732	335			
<b>Considers Oneself Native</b>					
Between Groups	14.9319	1	14.9319	6.9512	0.0088**
Within Groups	730.3547	340	2.1481		
Total	745.2866	341			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

nine education or less were more satisfied with the quality of the Home Economics Rooms than those with trade, technical, or nursing training. Those in the higher education group chose "don't know" more often than those in the lower education group.

The Scheffé test also identified a significant difference between the mean responses of the group who lived in the area more than ten years and the group who lived there between one and four years. Those who lived in the area more than ten years were more satisfied and dissatisfied with this facility than those who lived in the area between one and four years. Sixty point five percent of those who lived in the area between one and four years chose "don't know" compared to 33.5% of those who lived in the area more than ten years.

Native respondents were more satisfied with "the quality of the Home Economics Rooms" than non-native respondents. Sixty percent of the native respondents chose either "very satisfied" or "satisfied" while only 42.4% of the non-native respondents chose one of these two options. A much higher percentage of the non-posted respondents chose "don't know".

### Rating of Local Schools

#### Grades Given to Schools in Province.

The subjects in this study were asked to "grade the schools in this province". Six point eight percent of the respondents gave the schools an "A" grade, 34.1% gave a "B" grade, 26.7% gave a "C" grade, 9.1% gave a "D" grade, 2.6% gave a "Fail" grade and 20.7% stated "don't know". The complete findings for this question are presented in Table 91.

The analysis of variance did not identify any significant differences between the mean responses within any of the independent variables. The analysis of variance is presented in Table 92 for all variables.

#### Grades Given to Schools In Happy Valley-Goose Bay

The subjects were also asked to "give a grade to the local schools in the community". Ten point five percent gave an "A" grade, 43.6% gave a "B" grade, 25.4% gave a "C" grade, 9.1% gave a "D" grade, 2.0% gave a "Fail" grade, and 9.4% stated "don't know". The complete findings for this question are presented in Table 93.

The analysis of variance indicated that the mean responses differed significantly within three variables: age, "religious affiliation", and "children in school. The analysis of variance is presented in

TABLE 91

What grade would you give to ...  
the schools in this province?

	A (%)	B (%)	C (%)	D (%)	FAIL (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	6.8	34.1	26.7	9.1	2.6	20.7	3.287	352
<b>Age</b>								
18-27.....	5.2	33.8	24.7	11.7	3.9	20.8	3.3766	77
28-37.....	1.9	34.3	25.0	13.9	2.8	22.2	3.4815	108
38-47.....	11.0	40.2	26.8	3.7	-	18.3	2.9634	82
48-57.....	10.3	25.9	34.5	5.2	5.2	19.0	3.2586	58
58-67.....	9.5	33.3	19.0	9.5	-	28.6	3.4286	21
over 67.....	-	33.3	33.3	-	-	33.3	3.6667	3
<b>Religious Affiliation</b>								
Integrated.....	3.8	34.0	28.7	7.2	2.4	23.9	3.4211	209
Pentecostal Assemblies.....	17.2	27.6	31.0	-	-	24.1	3.1034	29
Roman Catholic.....	9.1	38.4	22.2	13.1	3.0	14.1	3.0505	99
Other.....	-	-	25.0	50.0	12.5	12.5	4.1250	8
<b>Children in School</b>								
Yes.....	6.9	36.5	27.6	7.9	2.5	18.7	3.1872	203
No.....	5.6	31.3	25.7	11.1	2.1	24.3	3.4583	144
<b>School System</b>								
Both.....	12.5	21.9	31.3	9.4	6.3	18.8	3.3125	32
Integrated.....	5.4	36.0	28.8	7.2	1.8	20.7	3.2613	111
Roman Catholic.....	11.3	40.3	19.4	8.1	4.8	16.1	3.0323	62

TABLE 91 continued ...

What grade would you give to ...  
the schools in this province?

	A (%)	B (%)	C (%)	D (%)	FAIL (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>								
Grade 9 or less.....	12.3	36.9	15.4	3.1	-	32.3	3.3846	65
Some High School.....	10.2	40.8	18.4	8.2	2.0	20.4	3.1224	49
Completed High School.....	4.7	28.1	32.8	14.1	3.1	17.2	3.3438	64
Some Post-Secondary.....	-	37.5	32.5	7.5	5.0	17.5	3.3250	40
Trade/Technical/Nursing....	6.0	31.3	26.9	10.4	1.5	23.9	3.4179	67
University Graduate.....	2.6	33.3	43.6	5.1	5.1	10.3	3.0769	39
<b>Length of Residency</b>								
less than 1 year.....	-	42.9	14.3	14.3	14.3	14.3	3.4286	7
1 - 4 years.....	5.3	36.8	34.2	5.3	2.6	15.8	3.1053	38
5 - 10 years.....	12.5	32.5	25.0	10.0	2.5	17.5	3.1000	40
more than 10 years.....	6.1	33.5	26.2	9.5	2.3	22.4	3.3574	263
<b>Posted by Employer</b>								
Yes.....	12.7	32.4	29.6	8.5	4.2	12.7	2.9718	71
No.....	5.7	33.2	26.4	9.4	2.3	23.0	3.3849	265
<b>Considers Oneself Native</b>								
Yes.....	5.9	30.6	30.6	10.6	1.2	21.2	1.5853	85
No.....	7.0	34.6	25.7	8.9	2.7	21.0	1.6258	257

TABLE 92

## Analysis of Variance

Grades given to the schools in this Province.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	14.1473	5	2.8295	1.0894	0.3659
Within Groups	890.8613	343	2.5973		
Total	905.0086	348			
<b>Religious Affiliation</b>					
Between Groups	15.7840	3	5.2613	2.0545	0.1060
Within Groups	873.2595	341	2.5609		
Total	889.0435	344			
<b>Children in School</b>					
Between Groups	6.1933	1	6.1933	2.3990	0.1223
Within Groups	890.6367	345	2.5816		
Total	896.8300	346			
<b>School System</b>					
Between Groups	2.5661	2	1.2830	0.4944	0.6107
Within Groups	524.2339	200	2.5952		
Total	526.8000	202			

TABLE 92 continued ...

## Analysis of Variance

Grades given to the schools in this Province.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	5.0297	5	1.0059	0.3804	0.8621
Within Groups	840.9302	318	2.6444		
Total	845.9599	323			
<b>Length of Residency</b>					
Between Groups	4.0227	3	1.3409	0.5129	0.6736
Within Groups	899.2963	344	2.6142		
Total	903.3190	347			
<b>Posted by Employer</b>					
Between Groups	9.5548	1	9.5548	3.6907	0.0556
Within Groups	864.6833	334	2.5889		
Total	874.2381	335			
<b>Considers Oneself Native</b>					
Between Groups	0.1810	1	0.1810	0.0693	0.7925
Within Groups	887.7985	340	2.6112		
Total	636.9882	339			

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TABLE 93

What grade would you give to ...  
the schools in Happy Valley-Goose Bay?

	A (%)	B (%)	C (%)	D (%)	FAIL (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample</b> .....	10.5	43.6	25.4	9.1	2.0	9.4	2.766	351
<b>Age*</b>								
18-27.....	7.8	36.4	32.5	10.4	3.9	9.1	2.9351	77
28-37.....	6.5	43.5	29.6	8.3	1.9	10.2	2.8611	108
38-47.....	11.1	54.3	21.0	8.6	1.2	3.7	2.4568	81
48-57.....	17.2	44.8	17.2	10.3	1.7	8.6	2.6034	58
58-67.....	19.0	23.8	19.0	9.5	-	28.6	3.3333	21
over 67.....	-	66.7	-	-	-	33.3	3.3333	3
<b>Religious Affiliation*</b>								
Integrated.....	7.2	40.9	28.4	8.7	2.9	12.0	2.9519	208
Pentecostal Assemblies.....	17.2	51.7	24.1	-	-	6.9	2.3448	29
Roman Catholic.....	15.2	50.5	18.2	11.1	-	5.1	2.4545	99
Other.....	-	12.5	37.5	37.5	12.5	-	3.5000	8
<b>Children in School*</b>								
Yes.....	9.9	50.0	25.2	7.9	2.0	5.0	2.5693	202
No.....	10.4	35.4	25.7	11.1	1.4	16.0	3.0556	144
<b>School System</b>								
Both.....	15.6	43.8	25.0	3.1	6.3	6.3	2.5938	32
Integrated.....	4.5	50.0	29.1	8.2	1.8	6.4	2.7182	110
Roman Catholic.....	21.0	46.8	19.4	8.1	1.6	3.2	2.3226	62



TABLE 93 continued ...

What grade would you give to ...  
the schools in Happy Valley-Goose Bay?

	A (%)	B (%)	C (%)	D (%)	FAIL (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>								
Grade 9 or less.....	15.4	44.6	20.0	3.1	-	16.9	2.7846	65
Some High School.....	16.3	44.9	20.4	10.2	2.0	6.1	2.5510	49
Completed High School.....	9.4	46.9	25.0	12.5	-	6.3	2.6563	64
Some Post-Secondary.....	2.5	52.5	32.5	7.5	-	5.0	2.6500	40
Trade/Technical/Nursing....	7.5	40.3	23.9	9.0	6.0	13.4	3.0597	67
University Graduate.....	7.9	39.5	31.6	13.2	2.6	5.3	2.7895	38
<b>Length of Residency</b>								
less than 1 year.....	-	71.4	-	28.6	-	-	2.5714	7
1 - 4 years.....	10.5	34.2	36.8	2.6	2.6	13.2	2.9211	38
5 - 10 years.....	12.5	50.0	15.0	7.5	2.5	12.5	2.7500	40
more than 10 years.....	10.3	43.1	26.0	9.9	1.9	8.8	2.7634	262
<b>Posted by Employer</b>								
Yes.....	15.5	39.4	28.2	8.5	1.4	7.0	2.6197	71
No.....	9.5	45.1	23.5	9.5	2.3	10.2	2.8068	264
<b>Considers Oneself Native</b>								
Yes.....	7.1	43.5	28.2	9.4	3.5	8.2	2.8353	85
No.....	11.3	43.4	24.2	9.4	1.6	10.2	1.3825	256

"" means that the mean responses differ significantly.

Table 94 for all variables.

The Scheffé test did not find any statistically significant differences between the means within the age variable. However, it did find differences within the "religious affiliation" variable. The Roman Catholic respondents gave a higher rating to the local schools than the Integrated respondents. A higher percentage of the Integrated respondents chose "don't know".

Respondents with children in school gave a higher rating to the local schools than those without children in school. Ninety-three percent of the those with children in schools gave a passing grade, compared to only 82.6% of those without children in school. In comparison, a very large percentage of those without children in school chose "don't know".

#### Comparing Today's and Yesterday's Education

Forty-three point four percent of the respondents replied that the education available today is "much improved" compared to the education they received when they went to school. Thirty-one percent replied "improved", 11.8% replied "about the same", 7.9% replied "worse", 2.5% replied "much worse", and 3.4% replied "don't know". The complete findings for this question are presented in Table 95.

TABLE 94

## Analysis of Variance

Grades given to the schools in Happy Valley-Goose Bay.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	20.1627	5	4.0325	2.2428	0.0498*
Within Groups	614.9034	342	1.7980		
Total	635.0661	347			
<b>Religious Affiliation</b>					
Between Groups	26.2411	3	8.7470	5.0015	0.0021**
Within Groups	594.6164	340	1.7489		
Total	620.8575	343			
<b>Children in School</b>					
Between Groups	19.8772	1	19.8772	11.2632	0.0009***
Within Groups	607.0853	344	1.7648		
Total	626.9625	345			
<b>School System</b>					
Between Groups	6.2143	2	3.1072	2.2184	0.1114
Within Groups	281.5308	201	1.4007		
Total	287.7443	203			

TABLE 94 continued ...

## Analysis of Variance

Grades given to the schools in Happy Valley-Goose Bay.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	9.3961	5	1.8792	1.0258	0.4024
Within Groups	580.7215	317	1.8319		
Total	590.1176	322			
<b>Length of Residency</b>					
Between Groups	1.1612	3	0.3871	0.2096	0.8897
Within Groups	633.3057	343	1.8464		
Total	634.4669	346			
<b>Posted by Employer</b>					
Between Groups	1.9587	1	1.9587	1.0556	0.3050
Within Groups	617.8801	333	1.8555		
Total	619.8388	334			
<b>Considers Oneself Native</b>					
Between Groups	0.2760	1	0.2760	0.1487	0.7000
Within Groups	629.0965	339	1.8557		
Total	629.3725	340			

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\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

TABLE 95

Comparing elementary and high schools of today with those that were available when you went to school, would you say that education and schools are now:

	MUCH IMPROVED (%)	IMPROVED (%)	ABOUT THE SAME (%)	WORSE (%)	MUCH WORSE (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	43.4	31.0	11.8	7.9	2.5	3.4	2.054	355
Age								
18-27.....	19.5	42.9	29.9	2.6	-	5.2	2.3636	77
28-37.....	39.1	38.2	7.3	9.1	2.7	3.6	2.0909	110
38-47.....	56.1	23.2	7.3	8.5	3.7	1.2	1.8415	82
48-57.....	61.0	15.3	5.1	13.6	3.4	1.7	1.8814	59
58-67.....	52.4	23.8	9.5	4.8	4.8	4.8	2.0000	21
over 67.....	66.7	-	-	-	-	33.3	2.6667	3
Religious Affiliation*								
Integrated.....	44.8	29.0	12.9	6.2	1.9	5.2	2.0714	210
Pentecostal Assemblies.....	56.7	36.7	6.7	-	-	-	1.5000	30
Roman Catholic.....	41.0	31.0	11.0	14.0	3.0	-	2.0714	100
Other.....	12.5	37.5	12.5	12.5	12.5	12.5	3.1250	8
Children in School*								
Yes.....	50.2	30.0	7.4	7.9	3.9	0.5	1.8670	203
No.....	34.7	31.3	18.4	7.5	0.7	7.5	2.3061	147
School System								
Both.....	43.8	34.4	6.3	12.5	3.1	-	1.9688	32
Integrated.....	53.2	27.9	8.1	6.3	3.6	0.9	1.8198	111
Roman Catholic.....	45.2	33.9	6.5	9.7	4.8	-	1.9516	62

TABLE 95 continued ...

Comparing elementary and high schools of today with those that were available when you went to school, would you say that education and schools are now:

	MUCH IMPROVED (%)	IMPROVED (%)	ABOUT THE SAME (%)	WORSE (%)	MUCH WORSE (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>								
Grade 9 or less.....	72.7	18.2	6.1	1.5	-	1.5	1.4242	66
Some High School.....	47.1	29.4	15.7	2.0	2.0	3.9	1.9412	51
Completed High School.....	45.3	29.7	10.9	7.8	1.6	4.7	2.0469	64
Some Post-Secondary.....	30.0	32.5	22.5	7.5	2.5	5.0	2.3500	40
Trade/Technical/Nursing....	33.3	42.4	10.6	6.1	4.5	3.0	2.1515	66
University Graduate.....	30.0	30.0	7.5	30.0	2.5	-	2.4500	40
<b>Length of Residency</b>								
less than 1 year.....	25.0	25.0	37.5	12.5	-	-	2.3750	8
1 - 4 years.....	31.6	36.8	18.4	13.2	-	-	2.1316	38
5 - 10 years.....	45.0	25.0	10.0	10.0	7.5	2.5	2.1750	40
more than 10 years.....	45.7	30.6	10.6	6.8	2.3	4.2	2.0189	265
<b>Posted by Employer*</b>								
Yes.....	52.7	25.7	13.5	6.8	1.4	-	1.7838	74
No.....	41.5	32.1	10.2	8.7	3.0	4.5	2.1321	265
<b>Considers Oneself Native</b>								
Yes.....	46.5	37.2	10.5	1.2	1.2	3.5	1.8372	86
No.....	42.1	28.6	12.4	10.4	3.1	3.5	2.1429	259

"" means that the mean responses differ significantly.

The analysis of variance indicated that the mean responses differed significantly within four variables: "religious affiliation", "children in school", "level of education", and "posted by employer". The analysis of variance is presented in Table 96 for all variables.

The Scheffé test identified that the mean responses of the Pentecostal and Other respondents differed significantly. One hundred percent of the Pentecostal respondents felt that education had either remained the same or improved compared to 62.5% of the Other respondents.

A larger percentage of respondents with children in school felt that education had either remained the same or improved compared to those without children in school. In comparison, a much higher percentage of those without children in school chose "don't know".

The Scheffé test identified that the mean response of the group with a grade nine education or less differed significantly with the mean responses of the groups: those with trade, technical, or nursing training; those with some post secondary education; and those with university graduation. Ninety-seven percent of those with a grade nine education or less felt that education had either remained the same or improved compared to: 86.6% of those with trade, technical, or

TABLE 96

## Analysis of Variance

Comparing schools of today with those available when the respondents went to school.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	14.1794	5	2.8359	1.7376	0.1253
Within Groups	564.6843	346	1.6320		
Total	578.8637	351			
<b>Religious Affiliation</b>					
Between Groups	18.4508	3	6.1503	3.6410	0.0100**
Within Groups	550.8136	344	1.6012		
Total	569.2644	347			
<b>Children in School</b>					
Between Groups	16.4409	1	16.4409	10.2419	0.0015**
Within Groups	558.6334	348	1.6053		
Total	575.0743	349			
<b>School System</b>					
Between Groups	0.9703	2	0.4851	0.3654	0.6944
Within Groups	268.2200	202	1.3278		
Total	269.1903	204			



TABLE 96 continued ...

## Analysis of Variance

Comparing schools of today with those available when the respondents went to school.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	36.6621	5	7.3324	4.9522	0.0002***
Within Groups	475.2890	321	1.4807		
Total	511.9511	326			
<b>Length of Residency</b>					
Between Groups	1.9626	3	0.6542	0.3935	0.7578
Within Groups	576.8978	347	1.6625		
Total	578.8604	350			
<b>Posted by Employer</b>					
Between Groups	7.0172	1	7.0172	4.2010	0.0412*
Within Groups	562.9179	337	1.6704		
Total	569.9351	338			
<b>Considers Oneself Native</b>					
Between Groups	6.0315	1	6.0315	3.6459	0.0570
Within Groups	567.4352	343	1.6543		
Total	573.4667	344			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

nursing training; 85% of those with some post secondary education; and 67.5% of those with university graduation.

The posted and non-posted mean responses differed significantly with a greater percentage of the posted respondents choosing either "much improved", "improved", or "about the same".

#### Comparing High School Programs

In response to "the comparison of today's high school program in this province with the high school program in this province before re-organization", 28.7% chose "much improved", 33.0% chose "improved", 8.5% chose "about the same", 8.0% chose "worse", 1.7% chose "much worse", and 20.7% chose "don't know". The complete findings for this question are presented in Table 97.

The analysis of variance indicated that the mean responses differed significantly only within the "considers oneself native" variable. Natives felt that today's high school program was as good or better than the program before re-organization. Seventy-eight point nine percent of the native respondents chose either "much improved", "improved", or "about the same" compared to 66.9% of the non-native respondents.

TABLE 97

How would you compare today's high school education in this province,  
with the high school education in this province before re-organization?

	MUCH IMPROVED (%)	IMPROVED (%)	ABOUT THE SAME (%)	WORSE (%)	MUCH WORSE (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	28.7	33.0	8.5	8.0	1.7	20.7	2.815	352
<b>Age</b>								
18-27.....	33.3	32.1	6.4	5.1	2.6	20.5	2.7308	78
28-37.....	21.3	36.1	7.4	7.4	0.9	26.9	3.1111	108
38-47.....	34.1	29.3	9.8	6.1	3.7	17.1	2.6707	82
48-57.....	27.6	36.2	13.8	10.3	-	12.1	2.5517	58
58-67.....	23.8	23.8	4.8	23.8	-	23.8	3.2381	21
over 67.....	100.0	-	-	-	-	-	1.0000	3
<b>Religious Affiliation</b>								
Integrated.....	29.2	32.1	7.2	7.2	-	24.4	2.8995	209
Pentecostal Assemblies.....	36.7	33.3	20.0	-	-	10.0	2.2333	30
Roman Catholic.....	27.3	34.3	8.1	12.1	5.1	13.1	2.7273	99
Other.....	-	37.5	-	12.5	12.5	37.5	4.1250	8
<b>Children in School</b>								
Yes.....	30.0	33.5	9.9	7.4	1.5	17.7	2.6995	203
No.....	26.9	31.7	6.9	8.3	2.1	24.1	2.9931	145
<b>School System</b>								
Both.....	34.4	37.5	9.4	12.5	6.3	-	2.1875	32
Integrated.....	30.6	34.2	11.7	5.4	0.9	17.1	2.6306	111
Roman Catholic.....	27.4	27.4	8.1	9.7	-	27.4	3.0968	62

TABLE 97 continued ...

How would you compare today's high school education in this province,  
with the high school education in this province before re-organization?

	MUCH IMPROVED (%)	IMPROVED (%)	ABOUT THE SAME (%)	WORSE (%)	MUCH WORSE (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>								
Grade 9 or less.....	38.5	26.2	4.6	4.6	-	26.2	2.8000	65
Some High School.....	30.0	36.0	6.0	4.0	-	24.0	2.8000	50
Completed High School.....	29.7	42.2	4.7	1.6	1.6	20.3	2.6406	64
Some Post-Secondary.....	35.0	32.5	7.5	7.5	5.0	12.5	2.5250	40
Trade/Technical/Nursing....	23.9	31.3	11.9	9.0	3.0	20.9	2.9851	67
University Graduate.....	12.8	25.6	15.4	25.6	2.6	17.9	3.3333	39
<b>Length of Residency</b>								
less than 1 year.....	28.6	14.3	-	14.3	-	42.9	3.7143	7
1 - 4 years.....	15.8	39.5	13.2	2.6	2.6	26.3	3.1579	38
5 - 10 years.....	17.5	37.5	7.5	12.5	-	25.0	3.1500	40
more than 10 years.....	32.2	31.4	8.3	8.0	1.9	18.2	2.7045	264
<b>Posted by Employer</b>								
Yes.....	34.7	27.8	9.7	8.3	-	19.4	2.6944	72
No.....	25.8	34.5	8.3	8.0	2.3	21.2	2.9015	264
<b>Considers Oneself Native*</b>								
Yes.....	40.0	27.1	11.8	3.5	1.2	16.5	2.4824	85
No.....	24.9	34.6	7.4	9.3	1.9	21.8	2.9416	257

"" means that the mean responses differ significantly.

The analysis of variance is presented in Table 98 for all variables.

#### Best Feature of Local Schools

Subjects in this study were asked to "give the best feature of the local schools". There were five responses, "good curriculum", "good teachers", "good buildings and facilities", "good extracurricular activities", and "other". If the respondents chose "other", they were asked to specify the feature that they felt was best. Twenty-five percent of the respondents chose "good curriculum", 41.4% chose "good teachers", 9.7% chose "good buildings and facilities", and 17.2% chose "other". An overwhelming majority of responses to the "other" said "don't know" and there were no other popular features suggested. The complete findings for this question are presented in Table 99.

The analysis of variance did not find any statistically significant differences between the mean responses within any of the independent variables. The analysis of variance is presented in Table 100 for all variables.

#### Summary

In this chapter, the findings were presented for

TABLE 98

## Analysis of Variance

Comparing today's high school education with the high school education before re-organization.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	29.3831	5	5.8766	1.7304	0.1269
Within Groups	1168.2769	344	3.3962		
Total	1197.6600	349			
<b>Religious Affiliation</b>					
Between Groups	26.1222	3	8.7074	2.5788	0.0536
Within Groups	1154.7680	342	3.3765		
Total	1180.8902	345			
<b>Children in School</b>					
Between Groups	7.2910	1	7.2910	2.1276	0.1456
Within Groups	1185.6631	346	3.4268		
Total	1192.9541	347			
<b>School System</b>					
Between Groups	18.6986	2	9.3493	2.9970	0.0522
Within Groups	630.1502	202	3.1196		
Total	648.8488	204			

TABLE 98 continued ...

## Analysis of Variance

Comparing today's high school education with the high school education before re-organization.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	17.5958	5	3.5192	1.0052	0.4146
Within Groups	1116.7611	319	3.5008		
Total	1134.3569	324			
<b>Length of Residency</b>					
Between Groups	17.8024	3	5.9341	1.7401	0.1585
Within Groups	1176.5357	345	3.4102		
Total	1194.3381	348			
<b>Posted by Employer</b>					
Between Groups	2.4257	1	2.4257	0.7016	0.4028
Within Groups	1154.7172	334	3.4572		
Total	1157.1429	335			
<b>Considers Oneself Native</b>					
Between Groups	13.4736	1	13.4736	3.9446	0.0478*
Within Groups	1161.3480	340	3.4157		
Total	1174.8216	341			

\*p &lt; .05, \*\*p &lt; .01, \*\*\*p &lt; .001, \*\*\*\*p &lt; .0001

TABLE 99

Which of the following is the best feature of the  
schools in Happy Valley-Goose Bay?

	GOOD CURRICULUM (%)	GOOD TEACHERS (%)	GOOD BUILDINGS AND FACILITIES (%)	GOOD EXTRACURRICULAR ACTIVITIES (%)	OTHER (%)	MEAN RESPONSE	N
Total Sample.....	25.1	41.4	9.7	17.2	6.6	2.390	331
Age							
18-27.....	22.2	33.3	13.9	20.8	9.7	2.6250	72
28-37.....	17.8	45.5	10.9	16.8	8.9	2.5347	101
38-47.....	30.8	39.7	2.6	23.1	3.8	2.2949	78
48-57.....	30.9	40.0	14.5	12.7	1.8	2.1455	55
58-67.....	35.0	50.0	5.0	-	10.0	2.0000	20
over 67.....	33.3	66.7	-	-	-	1.6667	3
Religious Affiliation							
Integrated.....	31.5	35.0	9.1	16.8	7.6	2.3401	197
Pentecostal Assemblies.....	25.0	46.4	10.7	17.9	-	2.2143	28
Roman Catholic.....	14.0	49.5	9.7	20.4	6.5	2.5591	93
Other.....	12.5	62.5	12.5	-	12.5	2.3750	8
Children in School							
Yes.....	24.4	45.6	8.8	17.6	3.6	2.3057	193
No.....	26.9	34.3	11.2	17.2	10.4	2.5000	134
School System							
Both.....	25.0	37.5	6.3	25.0	6.3	2.5000	32
Integrated.....	29.2	41.5	11.3	17.0	0.9	2.1887	106
Roman Catholic.....	14.0	57.9	7.0	12.3	8.8	2.4386	57



TABLE 99 continued ...

Which of the following is the best feature of the  
schools in Happy Valley-Goose Bay?

	GOOD CURRICULUM (%)	GOOD TEACHERS (%)	GOOD BUILDINGS AND FACILITIES (%)	GOOD EXTRACURRICULAR ACTIVITIES (%)	OTHER (%)	MEAN RESPONSE	N
<b>Level of Education</b>							
Grade 9 or less.....	25.8	46.8	14.5	9.7	3.2	2.1774	62
Some High School.....	17.0	40.4	12.8	27.7	2.1	2.5745	47
Completed High School.....	34.4	35.9	3.1	18.8	7.8	2.2969	64
Some Post-Secondary.....	18.4	44.7	5.3	18.4	13.2	2.6316	38
Trade/Technical/Nursing....	31.1	31.1	11.5	18.0	8.2	2.4098	61
University Graduate.....	14.3	57.1	5.7	17.1	5.7	2.4286	35
<b>Length of Residency</b>							
less than 1 year.....	28.6	57.1	-	14.3	-	2.0000	7
1 - 4 years.....	20.0	40.0	2.9	25.7	11.4	2.6857	35
5 - 10 years.....	30.6	38.9	13.9	8.3	8.3	2.2500	36
more than 10 years.....	25.2	40.8	10.4	17.6	6.0	2.3840	250
<b>Posted by Employer</b>							
Yes.....	22.5	42.3	11.3	16.9	7.0	2.4366	71
No.....	25.3	41.2	9.4	17.6	6.5	2.3878	245
<b>Considers Oneself Native</b>							
Yes.....	32.1	31.0	19.0	14.3	3.6	2.2619	84
No.....	23.5	43.7	6.7	18.1	8.0	2.4328	238

TABLE 100

## Analysis of Variance

Best feature of schools in Happy Valley-Goose Bay.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	14.6948	5	2.9390	1.9954	0.0790
Within Groups	475.7247	323	1.4728		
Total	490.4195	328			
<b>Religious Affiliation</b>					
Between Groups	4.0151	3	1.3384	0.8872	0.4479
Within Groups	485.7272	322	1.5085		
Total	489.7423	325			
<b>Children in School</b>					
Between Groups	2.9858	1	2.9858	2.0197	0.1562
Within Groups	480.4637	325	1.4783		
Total	483.4495	326			
<b>School System</b>					
Between Groups	3.6564	2	1.8282	.4254	0.2429
Within Groups	246.2615	192	1.2826		
Total	249.9179	194			

TABLE 100 continued ...

## Analysis of Variance

Best feature of schools in Happy Valley-Goose Bay.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	7.2447	5	1.4489	0.9690	0.4369
Within Groups	450.0648	301	1.4952		
Total	457.3095	306			
<b>Length of Residency</b>					
Between Groups	4.8364	3	1.6121	1.0760	0.3594
Within Groups	485.4289	324	1.4982		
Total	490.2653	327			
<b>Posted by Employer</b>					
Between Groups	0.1314	1	0.1314	0.0883	0.7666
Within Groups	467.6281	314	1.4893		
Total	467.7595	315			
<b>Considers Oneself Native</b>					
Between Groups	1.8127	1	1.8127	1.2018	0.2738
Within Groups	482.6625	320	1.5083		
Total	484.4752	321			

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\* p < .05, \*\* p < .01, \*\*\* p < .001, \*\*\*\* p < .0001

the questions that asked the subjects about several aspects of the local schools in Happy Valley-Goose Bay. In response to a number of these questions, a large percentage of the respondents chose the response option, "don't know". This was especially true for those respondents without children in school.

The first question included thirteen aspects of either teaching, student life, or administration. The aspect that received the highest level of satisfaction was "the principals' leadership" followed closely by "the information schools give parents about their children's progress" and "the quality of teaching".

The remaining aspects addressed by this study in order from the highest level of satisfaction to the least were: "the quality of work teachers expect from students", "the extent to which individual schools keep the public informed about school activities", "monitoring of homework and other written work by teachers", "the interest that teachers show towards the welfare of individual students", "promotion of student self-confidence and satisfaction by teachers", "the discipline in the schools", "the extent to which schools encourage all students to stay in school until they graduate", "parental involvement in school", "the abilities of school boards to deal with current

problems in education", and "the extent to which the school boards keep the public informed about school board activities".

Most of the aspects associated with student life and all the aspects associated with the school boards received fairly high levels of dissatisfaction in comparison to the other aspects analysed. The school board aspects received the highest levels of dissatisfaction.

The instruction in most of the courses offered in the schools in Happy Valley-Goose Bay received high levels of satisfaction. The list of courses in the order of highest satisfaction to least were: "Health and Physical Education", "Mathematics", "Social Studies", "English Literature", "English Language", "Science(s)", "Religion", "Art and Music", and "French". Over twenty percent of respondents had varying levels of dissatisfaction with the "French" courses.

Within the question on the level of satisfaction or dissatisfaction with selected programs and services, high levels of satisfaction were given to "bus transportation", "extracurricular programs", and "Library services". The other three items, "Guidance services", "Special Education Programs", and "French

Immersion" received a level of satisfaction from about half of the respondents; as well, these items had high percentages for the don't know option.

In the last satisfaction question, the only facility to receive a high level of satisfaction was the "Gymnasiums". The other facilities, "Music Rooms", "Home Economics Rooms", "Science Labs", and "Computer Rooms", received relatively low levels of satisfaction along with high percentages for the option, "don't know".

The respondents in this study gave fairly high grades to the schools in this province and even higher grades to the schools in Happy Valley-Goose Bay. Of the respondents in this study which gave a grade to the schools, over 50% gave an "A" or "B" grade to the schools in this province and almost 60% gave one of these grades to the local schools.

About three-quarters of the respondents felt that the schools and education today are much improved compared to what was available when they went to school. As well, the respondents in this study felt that the high school education available in this province today is better than that available prior to this province's re-organized high school.

In response to the last question in this chapter,

at least two out of every five respondents felt that the best feature of the schools was good teachers. This was followed by "good curriculum", "good extracurricular activities", and "good buildings and facilities".

The analysis of variance indicated many significant differences within the 38 questions or parts of questions analysed in this chapter. The most significant differences, 25, occurred within the "children in school" variable and maybe a reason for the significant differences was the high percentage of those without children in school who chose the "don't know" option.

The number of cases when the mean responses between the groups differed significantly within each of the other variables were: "religious affiliation", 20; "posted by employer", 19; "level of education", 18; age, 5; "considers oneself native", 5; "length of residency", 4; and "school system", 2.

## Chapter 6

### Analysis of Data (3)

#### Introduction

In this chapter, the findings for questions 10, 12, 13, 14, 15, 16, 17, and 18 on the questionnaire will be presented. The issues to be analysed include: "areas to which schools need to pay more attention", "financing education", "denominational education", "shared services", and "future public participation in education related groups".

As in chapters 4 and 5, all the descriptive statistics will be presented in tabular form for the total sample and all the independent variables. The results of each question will be discussed for the total sample, as well as the results within the independent variables when two conditions are met: (1) there has been a significant difference identified by the analysis of variance at the 0.05 level and (2) the Scheffé test has identified exactly where the significant differences exist.

If the analysis of variance has indicated a significant difference within an independent variable, then an asterisk will appear after the variable in the descriptive statistics table. The analysis of variance for each independent variable will be presented in the table following the descriptive statistics.



Areas to which Schools Need to Pay More AttentionTeaching of the Basics

Sixty-one point two percent of the respondents stated that schools should pay "more attention" to "the teaching of the basics" while 33.4% stated "same attention" and 5.4% stated "don't know". The complete findings for this question are presented in Table 101.

The analysis of variance indicated that the mean responses differed significantly within two variables, "children in school" and "school system". The analysis of variance is presented in Table 102 for all variables.

Within the "children in school" variable, both groups' percentage for "more attention" was approximately 60%, however they differed by about 10% in the responses, "same attention" and "don't know". Those without children in school chose the larger percentage for "don't know".

The Scheffé test identified a significant difference between the mean responses of the Integrated school system respondents and Both school systems respondents. Eighty-one point three percent of the respondents who send their children to schools in both systems stated that "more attention" needed to be given to "the teaching of the basics" compared to 54.1% of the respondents who send their children to Integrated schools.

TABLE 101

How much attention should the schools devote to...  
the teaching of the basics?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	61.2	33.4	-	5.4	1.496	353
Age						
18-27.....	63.6	28.6	-	7.8	1.5195	77
28-37.....	58.7	33.9	-	7.3	1.5596	109
38-47.....	56.1	40.2	-	3.7	1.5122	82
48-57.....	67.2	31.0	-	1.7	1.3621	58
58-67.....	66.7	28.6	-	4.8	1.4286	21
over 67.....	66.7	33.3	-	-	1.3333	3
Religious Affiliation						
Integrated.....	60.3	31.6	-	8.1	1.5598	209
Pentecostal Assemblies.....	66.7	33.3	-	-	1.3333	30
Roman Catholic.....	58.6	39.4	-	2.0	1.4545	99
Other.....	75.0	25.0	-	-	1.2500	8
Children in School*						
Yes.....	59.9	38.6	-	1.5	1.4307	202
No.....	62.3	26.7	-	11.0	1.5959	146
School System*						
Both.....	81.3	18.8	-	-	1.1875	32
Integrated.....	54.1	44.1	-	1.8	1.4955	111
Roman Catholic.....	59.7	38.7	-	1.6	1.4355	62

TABLE 101 continued ...

How much attention should the schools devote to...  
the teaching of the basics?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>						
Grade 9 or less.....	55.4	38.5	-	6.2	1.5692	65
Some High School.....	73.5	26.5	-	-	1.2653	49
Completed High School.....	60.0	33.8	-	6.2	1.5231	65
Some Post-Secondary.....	55.0	37.5	-	7.5	1.6000	40
Trade/Technical/Nursing....	61.2	31.3	-	7.5	1.5373	67
University Graduate.....	57.5	37.5	-	5.0	1.5250	40
<b>Length of Residency</b>						
less than 1 year.....	75.0	25.0	-	-	1.2500	8
1 - 4 years.....	68.4	21.1	-	10.5	1.5263	38
5 - 10 years.....	61.5	33.3	-	5.1	1.4872	39
more than 10 years.....	59.5	35.6	-	4.9	1.5038	264
<b>Posted by Employer</b>						
Yes.....	68.5	28.8	-	2.7	1.3699	73
No.....	58.3	35.6	-	6.1	1.5379	264
<b>Considers Oneself Native</b>						
Yes.....	60.7	33.3	-	6.0	1.5119	84
No.....	60.6	34.0	-	5.4	1.5019	259

\*\*\* means that the mean responses differ significantly.

TABLE 102

## Analysis of Variance

Teaching of the basics.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	1.7201	5	0.3440	0.5924	0.7058
Within Groups	199.7770	344	0.5807		
Total	201.4971	349			
<b>Religious Affiliation</b>					
Between Groups	2.2826	3	0.7609	1.3128	0.2701
Within Groups	198.2145	342	0.5796		
Total	200.4971	345			
<b>Children in School</b>					
Between Groups	2.3128	1	2.3128	4.0275	0.0455*
Within Groups	198.6872	346	0.5742		
Total	201.0000	347			
<b>School System</b>					
Between Groups	2.3597	2	1.1799	3.6185	0.0286*
Within Groups	65.8647	202	0.3261		
Total	68.2244	204			

TABLE 102 continued ...

## Analysis of Variance

Teaching of the basics.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	3.5511	5	0.7102	1.2223	0.2083
Within Groups	185.9366	320	0.5811		
Total	189.4877	325			
<b>Length of Residency</b>					
Between Groups	0.5358	3	0.1786	0.3070	0.8203
Within Groups	200.7135	345	0.5818		
Total	201.2493	348			
<b>Posted by Employer</b>					
Between Groups	1.6143	1	1.6143	2.8369	0.0931
Within Groups	190.6349	335	0.5691		
Total	192.2492	336			
<b>Considers Oneself Native</b>					
Between Groups	0.0063	1	0.0063	0.0108	0.9174
Within Groups	199.7371	341	0.5857		
Total	199.7434	342			

\* p < .05,    \*\* p < .01,    \*\*\* p < .001,    \*\*\*\* p < .0001

Labrador History and Culture

Thirty-nine point one percent of the respondents indicated that "more attention" should be devoted to "Labrador History and Culture", 44.5% indicated "same attention", 8.2% indicated "less attention", and 8.2% indicated "don't know". The complete findings for this question are presented in Table 103.

The analysis of variance indicated that the mean responses differed significantly within four variables: "children in school", "school system", "length of residency, and "considers oneself native". The analysis of variance is presented in Table 104 for all variables.

Eighty-seven percent of those with children in school chose either "more attention" or "same attention" compared to 78.1% of those without children in school.

The Scheffé test indicated that the mean response of those with children in both school systems and those with children in the Integrated system differed significantly. Ninety-one point eight percent of those with children in the Integrated system wanted either "more attention" or the "same attention" devoted to "Labrador History and Culture" compared to 68.8% of those with children in both systems.

Within the "length of residency" variable, the

TABLE 103

How much attention should the schools devote to...  
Labrador History and Culture?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	39.1	44.5	8.2	8.2	1.856	353
Age						
18-27.....	43.6	42.3	7.7	6.4	1.7692	78
28-37.....	33.9	45.9	9.2	11.0	1.9725	109
38-47.....	37.0	49.4	6.2	7.4	1.8395	81
48-57.....	44.8	41.4	8.6	5.2	1.7414	58
58-67.....	38.1	33.3	14.3	14.3	2.0476	21
over 67.....	100.0	-	-	-	1.0000	3
Religious Affiliation						
Integrated.....	45.5	39.2	5.7	9.6	1.7943	209
Pentecostal Assemblies.....	36.7	50.0	13.3	-	1.7667	30
Roman Catholic.....	29.3	52.5	10.1	8.1	1.9697	99
Other.....	22.2	44.4	22.2	11.1	2.2222	9
Children in School*						
Yes.....	41.1	46.0	7.9	5.0	1.7673	202
No.....	36.3	41.8	8.9	13.0	1.9863	146
School System*						
Both.....	25.0	43.8	18.8	12.5	2.1875	32
Integrated.....	47.7	44.1	5.4	2.7	1.6306	111
Roman Catholic.....	37.7	50.8	6.6	4.9	1.7869	61

TABLE 103 continued ...

How much attention should the schools devote to...  
Labrador History and Culture?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>						
Grade 9 or less.....	52.3	33.8	3.1	10.8	1.7231	65
Some High School.....	45.8	45.8	6.3	2.1	1.6458	48
Completed High School.....	33.8	50.8	10.8	4.6	1.8615	65
Some Post-Secondary.....	32.5	55.0	7.5	5.0	1.8500	40
Trade Technical/Nursing....	37.3	40.3	11.9	10.4	1.9552	67
University Graduate.....	30.0	42.5	10.0	17.5	2.1500	40
<b>Length of Residency*</b>						
less than 1 year.....	12.5	50.0	12.5	25.0	2.5000	8
1 - 4 years.....	15.8	47.4	18.4	18.4	2.3947	38
5 - 10 years.....	25.0	50.0	15.0	10.0	2.1000	40
more than 10 years.....	46.0	42.2	5.7	6.1	1.7186	263
<b>Posted by Employer</b>						
Yes.....	32.9	53.4	11.0	2.7	1.8356	73
No.....	40.4	42.3	7.2	10.2	1.8717	265
<b>Considers Oneself Native*</b>						
Yes.....	61.2	34.1	1.2	3.5	1.4706	85
No.....	32.8	47.1	10.4	9.7	1.9691	259

"\*" means that the mean responses differ significantly.



TABLE 104

## Analysis of Variance

Labrador History and Culture.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	5.8183	5	1.1637	1.4840	0.1944
Within Groups	269.7502	344	0.7842		
Total	275.5685	349			
<b>Religious Affiliation</b>					
Between Groups	3.5199	3	1.1733	1.4906	0.2168
Within Groups	269.9844	343	0.7871		
Total	273.5043	346			
<b>Children in School</b>					
Between Groups	4.0636	1	4.0636	5.2067	0.0231*
Within Groups	270.0370	346	0.7805		
Total	274.1006	347			
<b>School System</b>					
Between Groups	7.7455	2	3.8728	6.4354	0.0020**
Within Groups	120.9604	201	0.6018		
Total	128.7059	203			

TABLE 104 continued ...

## Analysis of Variance

Labrador History and Culture.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	7.3890	5	1.4778	1.8947	0.0949
Within Groups	248.8141	319	0.7800		
Total	256.2031	324			
<b>Length of Residency</b>					
Between Groups	21.6896	3	7.2299	9.8256	0.0000****
Within Groups	253.8577	345	0.7358		
Total	275.5473	348			
<b>Posted by Employer</b>					
Between Groups	0.0745	1	0.0745	0.0935	0.7599
Within Groups	267.6651	336	0.7966		
Total	267.7396	337			
<b>Considers Oneself Native</b>					
Between Groups	15.9049	1	15.9049	21.5060	0.0000****
Within Groups	252.9294	342	0.7396		
Total	268.8343	343			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

Scheffé test identified a significant difference in the mean response of those who lived in the area more than ten years and those who lived in the area between one and five years. Respondents who have lived in the area for more than ten years showed much greater support for "more attention" to be paid to "Labrador History and Culture".

Sixty-one point two percent of the native respondents chose "more attention" while only 32.8% of the non-native respondents chose the same response.

#### Native Languages of Labrador

Twenty-nine point nine percent said that "more attention" should be devoted to "Native Languages of Labrador", 39.8% stated "same attention", 16.9% stated "less attention", and 13.3% stated "don't know". The complete findings for this question are presented in Table 105.

The analysis of variance indicated that the mean responses differed significantly within four variables: "school system", "level of education", "length of residency", and "considers oneself native". The analysis of variance is presented in Table 106 for all variables.

The Scheffé test indicated that the mean response of those with children in both school systems and those

TABLE 105

How much attention should the schools devote to...  
Native Languages of Labrador?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	29.9	39.8	16.9	13.3	2.136	354
Age						
18-27.....	37.2	35.9	15.4	11.5	2.0128	78
28-37.....	25.7	39.4	19.3	15.6	2.2477	109
38-47.....	22.0	48.8	14.6	14.6	2.2195	82
48-57.....	34.5	37.9	19.0	8.6	2.0172	58
58-67.....	33.3	28.6	19.0	19.0	2.2381	21
over 67.....	100.0	-	-	-	1.0000	3
Religious Affiliation						
Integrated.....	34.4	37.8	13.4	14.4	2.0766	209
Pentecostal Assemblies.....	40.0	33.3	20.0	6.7	1.9333	30
Roman Catholic.....	19.2	45.5	23.2	12.1	2.2828	99
Other.....	22.2	33.3	22.2	22.2	2.4444	9
Children in School						
Yes.....	26.6	44.8	17.7	10.8	2.1281	203
No.....	34.2	32.2	16.4	17.1	2.1644	146
School System*						
Both.....	15.6	37.5	18.8	28.1	2.5938	32
Integrated.....	35.1	40.5	18.0	6.3	1.9550	111
Roman Catholic.....	17.7	58.1	12.9	11.3	2.1774	62

TABLE 105 continued ...

How much attention should the schools devote to...  
Native Languages of Labrador?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>						
Grade 9 or less.....	44.6	29.2	10.8	15.4	1.9692	65
Some High School.....	42.9	34.7	12.2	10.2	1.8980	49
Completed High School.....	27.7	46.2	20.0	6.2	2.0462	65
Some Post-Secondary.....	17.5	45.0	22.5	15.0	2.3500	40
Trade/Technical/Nursing....	17.9	44.8	20.9	16.4	2.3582	67
University Graduate.....	17.5	42.5	17.5	22.5	2.4500	40
<b>Length of Residency*</b>						
less than 1 year.....	12.5	50.0	12.5	25.0	2.5000	8
1 - 4 years.....	10.5	44.7	18.4	26.3	2.6053	38
5 - 10 years.....	27.5	42.5	15.0	15.0	2.1750	40
more than 10 years.....	33.7	37.9	17.4	11.0	2.0568	264
<b>Posted by Employer</b>						
Yes.....	24.7	49.3	16.4	9.6	2.1096	73
No.....	30.5	37.6	16.9	15.0	2.1654	266
<b>Considers Oneself Native*</b>						
Yes.....	61.2	30.6	4.7	3.5	1.5059	85
No.....	19.6	42.7	21.2	16.5	2.3462	260

"\*" means that the mean responses differ significantly.

TABLE 106

## Analysis of Variance

Native Languages of Labrador.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	8.0194	5	1.6039	1.6364	0.1497
Within Groups	338.1402	345	0.5807		
Total	346.1596	350			
<b>Religious Affiliation</b>					
Between Groups	4.9572	3	1.6524	1.6821	0.1706
Within Groups	336.9448	343	0.9823		
Total	341.9020	348			
<b>Children in School</b>					
Between Groups	0.1119	1	0.1119	0.1127	0.7373
Within Groups	344.7247	347	0.9934		
Total	344.8366	348			
<b>School System</b>					
Between Groups	10.4093	2	5.2047	6.2751	0.0023**
Within Groups	167.5419	202	0.8294		
Total	177.9512	204			

TABLE 106 continued ...

## Analysis of Variance

Native Languages of Labrador.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	14.0127	5	2.8025	2.9146	0.0137*
Within Groups	307.6928	320	0.9615		
Total	321.7055	325			
<b>Length of Residency</b>					
Between Groups	11.1383	3	3.7128	3.8347	0.0101*
Within Groups	335.0017	346	0.9682		
Total	346.1400	349			
<b>Posted by Employer</b>					
Between Groups	0.1785	1	0.1785	0.1791	0.6724
Within Groups	335.8451	337	0.9966		
Total	336.0236	338			
<b>Considers Oneself Native</b>					
Between Groups	45.2285	1	45.2285	52.7499	0.0000****
Within Groups	294.0932	343	0.8574		
Total	339.3217	344			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

with children in the Integrated system differed significantly. Seventy-five point six percent of those with children in the Integrated system wanted either "more attention" or the "same attention" devoted to "Native Languages of Labrador", whereas 53.1% of those with children in both systems chose one of these two options. In comparison to those with children in the Integrated school system, a very high percentage of respondents with children in both school systems chose "don't know".

The Scheffé test could not identify any statistically significant differences between the mean responses within the "level of education" variable. It did, however, identify significant differences within the "length of residency" variable. The mean response of those who lived in the area more than ten years differed significantly from the mean response of those who lived in the area between one and four years. Seventy-one point six percent of those in the area more than ten years chose either "more attention" or "same attention", but only 55.2% of those in the area between one and four years chose one of these two responses. A high percentage of those who lived in the area between one and four years chose "don't know".

The native respondents were very much in favour of



the local schools devoting time to the "Native Languages of Labrador". Sixty-one point two percent chose "more attention" compared to only 19.6% of the non-native respondents.

#### Labrador Environmental Issues

Forty-six point two percent of the respondents replied that "more attention" had to be devoted to "Labrador environmental issues", 37.3% replied "same attention", 5.4% replied "less attention", and 11.1% replied "don't know". The complete findings for this question are presented in Table 107.

The analysis of variance indicated that the mean responses differed significantly within two variables, "length of residency", and "considers oneself native". The analysis of variance is presented in Table 108 for all variables.

The Scheffé test identified statistically significant differences between the mean responses of those who lived in the area more than ten years and those who lived in the area between one and four years. Eighty-seven percent of those in the area more than ten years chose either "more attention" or "same attention", whereas only 65.8% of those in the area between one and four years chose one of these two responses.

TABLE 107

How much attention should the schools devote to...  
Labrador Environmental Issues?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	46.2	37.3	5.4	11.1	1.815	351
<b>Age</b>						
18-27.....	48.1	36.4	5.2	10.4	1.7792	77
28-37.....	38.0	41.7	7.4	13.0	1.9537	108
38-47.....	48.1	37.0	3.7	11.1	1.7778	81
48-57.....	55.2	29.3	6.9	8.6	1.6897	58
58-67.....	47.6	38.1	-	14.3	1.8095	21
over 67.....	66.7	33.3	-	-	1.3333	3
<b>Religious Affiliation</b>						
Integrated.....	45.0	36.4	4.8	13.9	1.8756	209
Pentecostal Assemblies.....	62.1	31.0	6.9	-	1.4483	29
Roman Catholic.....	45.4	40.2	5.2	9.3	1.7835	97
Other.....	44.4	22.2	22.2	11.1	2.0000	9
<b>Children in School</b>						
Yes.....	45.0	40.6	5.4	8.9	1.7822	202
No.....	48.6	31.9	4.9	14.6	1.8542	144
<b>School System</b>						
Both.....	46.9	28.1	9.4	15.6	1.9375	32
Integrated.....	45.0	43.2	5.4	6.3	1.7297	111
Roman Catholic.....	42.6	41.0	4.9	11.5	1.8525	61

TABLE 107 continued ...

How much attention should the schools devote to...  
Labrador Environmental Issues?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>						
Grade 9 or less.....	51.6	31.3	3.1	14.1	1.7969	64
Some High School.....	42.9	40.8	6.1	10.2	1.8367	49
Completed High School.....	43.1	43.1	7.7	6.2	1.7692	65
Some Post-Secondary.....	40.0	42.5	5.0	12.5	1.9000	40
Trade/Technical/Nursing....	51.5	30.3	4.5	13.6	1.8030	66
University Graduate.....	42.5	35.0	7.5	15.0	1.9500	40
<b>Length of Residency*</b>						
less than 1 year.....	37.5	25.0	12.5	25.0	2.2500	8
1 - 4 years.....	26.3	39.5	10.5	23.7	2.3158	38
5 - 10 years.....	48.7	30.8	10.3	10.3	1.8205	39
more than 10 years.....	49.2	37.8	3.8	9.2	1.7290	262
<b>Posted by Employer*</b>						
Yes.....	41.1	39.7	9.6	9.6	1.8767	73
No.....	47.9	35.4	4.6	12.2	1.8099	263
<b>Considers Oneself Native</b>						
Yes.....	63.5	24.7	4.7	7.1	1.5529	85
No.....	40.5	41.2	5.8	12.5	1.9027	257

"" means that the mean responses differ significantly.

TABLE 108

## Analysis of Variance

Labrador Environmental Issues.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	3.8961	5	0.7792	0.8319	0.5277
Within Groups	320.3338	342	0.9366		
Total	324.2299	347			
<b>Religious Affiliation</b>					
Between Groups	5.0706	3	1.6902	1.8049	0.1460
Within Groups	318.3916	340	0.9364		
Total	323.4622	343			
<b>Children in School</b>					
Between Groups	0.4357	1	0.4357	0.4649	0.4958
Within Groups	322.3533	344	0.9371		
Total	322.7890	345			
<b>School System</b>					
Between Groups	1.3208	2	0.6604	0.7834	0.4582
Within Groups	169.4390	201	0.8430		
Total	170.7598	203			

TABLE 108 continued ...

## Analysis of Variance

Labrador Environmental Issues.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	1.1325	5	0.2265	0.2334	0.9477
Within Groups	308.5311	318	0.9702		
Total	309.6636	323			
<b>Length of Residency</b>					
Between Groups	12.9823	3	4.3274	4.7694	0.0029**
Within Groups	311.2137	343	0.9073		
Total	324.1960	346			
<b>Posted by Employer</b>					
Between Groups	0.2552	1	0.2552	0.2660	0.6064
Within Groups	320.3847	334	0.9592		
Total	320.6399	335			
<b>Considers Oneself Native</b>					
Between Groups	7.8149	1	7.8149	8.5828	0.0036**
Within Groups	309.5799	340	0.9105		
Total	317.3948	341			

\* p < .05,    \*\* p < .01,    \*\*\* p < .001,    \*\*\*\* p < .0001

Eighty-eight point two percent of the native respondents chose either "more attention" or "same attention" with 63.5% choosing "more attention". Eighty-one point seven percent of the non-native respondents chose one of these two options with 40.5% choosing "more attention".

### Life Skills

In response to the amount of time that should be devoted to "Life Skills, teaching students to overcome personal problems, to get along with classmates, etc.", 56.3% replied "more attention", 35.6% replied "same attention", 1.7% replied "less attention", and 6.3% replied "don't know". The complete findings for this question are presented in Table 109.

The analysis of variance indicated that the mean responses differed significantly within four variables: "religious affiliation", "children in school", "level of education", and "posted by employer". The analysis of variance is presented in Table 110 for all variables.

The Scheffé test was unable to identify any statistically significant differences between the mean responses within the variables, "religious affiliation" and "level of education".

Respondents with children in school showed more

TABLE 109

How much attention should the schools devote to...  
Life Skills?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	56.3	35.6	1.7	6.3	1.580	348
Age						
18-27.....	51.3	40.8	1.3	6.6	1.6316	76
28-37.....	57.9	32.7	0.9	8.4	1.5981	107
38-47.....	52.4	41.5	-	6.1	1.5976	82
48-57.....	68.4	24.6	3.5	3.5	1.4211	57
58-67.....	55.0	35.0	5.0	5.0	1.6000	20
over 67.....	33.3	33.3	33.3	-	2.0000	3
Religious Affiliation*						
Integrated.....	51.0	37.9	2.4	8.7	1.3693	206
Pentecostal Assemblies.....	66.7	33.3	-	-	1.3333	30
Roman Catholic.....	61.5	34.4	1.0	3.1	1.4583	96
Other.....	77.8	11.1	-	11.1	1.4444	9
Children in School*						
Yes.....	62.1	34.0	0.5	3.4	1.4532	203
No.....	48.6	37.9	2.9	10.7	1.7571	140
School System						
Both.....	75.0	15.6	6.3	3.1	1.3750	32
Integrated.....	55.9	39.6	-	4.5	1.5315	111
Roman Catholic.....	66.1	32.3	-	1.6	1.3710	62

TABLE 109 continued ...

How much attention should the schools devote to...  
Life Skills?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education*</b>						
Grade 9 or less.....	67.2	28.1	-	4.7	1.4219	64
Some High School.....	61.2	28.6	2.0	8.2	1.5714	49
Completed High School.....	48.4	46.9	-	4.7	1.6094	64
Some Post-Secondary.....	55.3	39.5	-	5.3	1.5526	38
Trade/Technical/Nursing....	63.1	30.8	-	6.2	1.4923	65
University Graduate.....	35.0	47.5	5.0	12.5	1.9500	40
<b>Length of Residency</b>						
less than 1 year.....	37.5	37.5	-	25.0	2.1250	8
1 - 4 years.....	59.5	32.4	-	8.1	1.5676	37
5 - 10 years.....	43.6	43.6	2.6	10.3	1.7949	39
more than 10 years.....	58.5	34.6	1.9	5.0	1.5346	260
<b>Posted by Employer*</b>						
Yes.....	63.9	34.7	-	1.4	1.3889	72
No.....	55.0	34.6	2.3	8.1	1.6346	260
<b>Considers Oneself Native</b>						
Yes.....	60.2	34.9	2.4	2.4	1.4699	83
No.....	54.9	35.7	1.6	7.8	1.6235	255

"\*" means that the mean responses differ significantly.



TABLE 110  
Analysis of Variance

Life Skills.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	2.2399	5	0.4480	0.6725	0.6446
Within Groups	225.8181	339	0.6661		
Total	228.0580	344			
<b>Religious Affiliation</b>					
Between Groups	5.8592	3	1.9531	2.9804	0.0315*
Within Groups	220.8387	337	0.6553		
Total	226.6979	340			
<b>Children in :</b>					
Between Groups	7.6543	1	7.6543	11.9704	0.0006***
Within Groups	218.0483	341	0.6394		
Total	225.7026	342			
<b>School System</b>					
Between Groups	1.2902	2	0.6451	1.3630	0.2582
Within Groups	95.6074	202	0.4733		
Total	96.8976	204			

TABLE 110 continued ...

## Analysis of Variance

Life Skills.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	7.6622	5	1.5324	2.3776	0.0388*
Within Groups	202.3846	314	0.6445		
Total	210.0468	329			
<b>Length of Residency</b>					
Between Groups	4.7174	3	1.5725	2.3975	0.0679
Within Groups	223.0035	340	0.6559		
Total	227.7209	343			
<b>Posted by Employer</b>					
Between Groups	3.4046	1	3.4046	5.0747	0.0249*
Within Groups	221.3996	330	0.6709		
Total	224.8042	331			
<b>Considers Oneself Native</b>					
Between Groups	1.4783	1	1.4783	2.2122	0.1379
Within Groups	224.5335	336	0.6683		
Total	226.0118	337			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

support for these skills to be addressed in the local schools. Ninety-six point one percent of the respondents with children in school chose either "more attention" or "same attention" while 86.5% of those without children in school chose one of these two options.

Respondents posted into the area felt that more attention should be devoted to the teaching of "Life Skills". Sixty-three point nine percent of the posted respondents chose "more attention" while 54.9% of the non-posted respondents chose this response.

#### Sex Education

Fifty-six point three percent of the respondents said that "more attention" should be devoted to "sex education", 33.5% said "same attention", 2.5% said "less attention", and 7.6% said "don't know". The complete findings for this question are presented in Table 111.

The analysis of variance indicated that the mean responses differed significantly within two variables, "children in school" and "posted by employer". The analysis of variance is presented in Table 112 for all variables.

Ninety-four point two percent of the respondents with children in school stated either "more attention"

TABLE 111

How much attention should the schools devote to...  
Sex Education?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	56.3	33.5	2.5	7.6	1.614	355
Age						
18-27.....	62.8	30.8	-	6.4	1.5000	78
28-37.....	55.0	33.0	2.8	9.2	1.6606	109
38-47.....	53.0	37.3	1.2	8.4	1.6506	83
48-57.....	56.9	34.5	3.4	5.2	1.5690	58
58-67.....	57.1	28.6	4.8	9.5	1.6667	21
over 67.....	33.3	33.3	33.3	-	2.0000	3
Religious Affiliation						
Integrated.....	55.2	31.4	2.4	11.0	1.6905	210
Pentecostal Assemblies.....	56.7	40.0	-	3.3	1.5000	30
Roman Catholic.....	60.6	35.4	2.0	2.0	1.4545	99
Other.....	33.3	55.6	-	11.1	1.8889	9
Children in School*						
Yes.....	57.4	36.8	2.0	3.9	1.5245	204
No.....	55.5	29.5	2.1	13.0	1.7260	146
School System						
Both.....	62.5	31.3	6.3	-	1.4375	32
Integrated.....	51.8	40.2	2.7	5.4	1.6161	112
Roman Catholic.....	61.3	33.9	1.6	3.2	1.4677	62

TABLE 111 continued ...

How much attention should the schools devote to...  
Sex Education?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>						
Grade 9 or less.....	58.5	33.8	-	7.7	1.5692	65
Some High School.....	56.0	28.0	4.0	12.0	1.7200	50
Completed High School.....	49.2	43.1	1.5	6.2	1.6462	65
Some Post-Secondary.....	57.5	37.5	-	5.0	1.5250	40
Trade/Technical/Nursing....	67.2	25.4	1.5	6.0	1.4627	67
University Graduate.....	45.0	37.5	5.0	12.5	1.8500	40
<b>Length of Residency</b>						
less than 1 year.....	12.5	62.5	-	25.0	2.3750	8
1 - 4 years.....	57.9	34.2	-	7.9	1.5789	38
5 - 10 years.....	50.0	37.5	2.5	10.0	1.7250	40
more than 10 years.....	58.5	32.1	2.6	6.8	1.5774	265
<b>Posted by Employer*</b>						
Yes.....	64.4	32.9	1.4	1.4	1.3973	73
No.....	53.4	35.0	2.3	9.4	1.6767	266
<b>Considers Oneself Native</b>						
Yes.....	61.2	30.6	2.4	5.9	1.5294	85
No.....	53.8	35.8	1.9	8.5	1.6500	260

"" means that the mean responses differ significantly.

TABLE 112  
Analysis of Variance

Sex Education.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	1.9803	5	0.3961	0.5277	0.7553
Within Groups	259.6986	346	0.7506		
Total	261.6789	351			
<b>Religious Affiliation</b>					
Between Groups	4.8140	3	1.6047	2.1748	0.0907
Within Groups	253.8153	344	0.7378		
Total	258.6293	347			
<b>Children in School</b>					
Between Groups	3.4557	1	3.4557	4.6991	0.0309*
Within Groups	255.9185	348	0.7354		
Total	259.3742	349			
<b>School System</b>					
Between Groups	1.3052	2	0.6526	1.2066	0.3014
Within Groups	109.8016	203	0.5409		
Total	111.1068	205			

TABLE 112 continued ...

## Analysis of Variance

Sex Education.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	4.8378	5	0.9676	1.2908	0.2675
Within Groups	240.6117	321	0.7496		
Total	245.4495	326			
<b>Length of Residency</b>					
Between Groups	5.5275	3	1.8425	2.4996	0.0594
Within Groups	255.7773	347	0.7371		
Total	261.3048	350			
<b>Posted by Employer</b>					
Between Groups	4.4726	1	4.4726	6.1351	0.0137*
Within Groups	245.6749	337	0.7290		
Total	250.1475	338			
<b>Considers Oneself Native</b>					
Between Groups	0.9315	1	0.9315	1.2465	0.2650
Within Groups	256.3265	343	0.7473		
Total	257.2580	344			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

or "same attention" compared to 85% of those without children in school. Thirteen percent of those without children in school chose "don't know".

Ninety-seven point three percent of the respondents posted into the area by their employers chose either "more attention" or "same attention" compared to 88.4% of the non-posted respondents.

#### Alcohol and Drug Related Education

Almost three-quarters of the respondents felt that the schools should put more emphasis on "alcohol and drug related education". Seventy-three point two percent chose "more attention", 20.0% chose "same attention", 2.0% chose "less attention", and 4.8% chose "don't know". The complete findings for this question are presented in Table 113.

The analysis of variance indicated that the mean responses differed significantly within the variables: "children in school", "posted by employer" and "considers oneself native". The analysis of variance is presented in Table 114 for all variables.

Ninety-seven percent of the respondents with children in school chose either "more attention" or "same attention" compared to 88.3% of those without children in school. Eight percent of those without



TABLE 113

How much attention should the schools devote to...  
Alcohol and Drug Related Education?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	73.2	20.0	2.0	4.8	1.383	355
Age						
18-27.....	78.2	12.8	1.3	7.7	1.3846	78
28-37.....	69.7	23.9	1.8	4.6	1.4128	109
38-47.....	68.7	22.9	2.4	6.0	1.4578	83
48-57.....	75.9	20.7	3.4	-	1.2759	58
58-67.....	81.0	14.3	-	4.8	1.2857	21
over 67.....	66.7	33.3	-	-	1.3333	3
Religious Affiliation						
Integrated.....	71.4	20.0	1.4	7.1	1.4429	210
Pentecostal Assemblies.....	80.0	16.7	3.3	-	1.2333	30
Roman Catholic.....	75.8	20.2	2.0	2.0	1.3030	99
Other.....	55.6	44.4	-	-	1.4444	9
Children in School*						
Yes.....	74.0	23.0	1.0	2.0	1.3088	204
No.....	71.9	16.4	2.7	8.9	1.4863	146
School System						
Both.....	75.0	15.6	6.3	3.1	1.3750	32
Integrated.....	73.2	23.2	1.8	1.8	1.3214	112
Roman Catholic.....	71.0	27.4	-	1.6	1.3226	62

TABLE 113 continued ...

How much attention should the schools devote to...  
Alcohol and Drug Related Education?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>						
Grade 9 or less.....	84.6	13.8	-	1.5	1.1846	65
Some High School.....	70.0	20.0	2.0	8.0	1.4800	50
Completed High School.....	72.3	24.6	1.5	1.5	1.3231	65
Some Post-Secondary.....	72.5	22.5	-	5.0	1.3750	40
Trade/Technical/Nursing....	77.6	11.9	1.5	9.0	1.4179	67
University Graduate.....	52.5	37.5	5.0	5.0	1.6250	40
<b>Length of Residency</b>						
less than 1 year.....	50.0	50.0	-	-	1.5000	8
1 - 4 years.....	68.4	18.4	-	13.2	1.5789	38
5 - 10 years.....	60.0	27.5	5.0	7.5	1.6000	40
more than 10 years.....	76.2	18.5	1.9	3.4	1.3245	265
<b>Posted by Employer*</b>						
Yes.....	80.0	16.4	1.4	1.4	1.2329	73
No.....	69.9	22.2	1.9	6.0	1.4398	266
<b>Considers Oneself Native*</b>						
Yes.....	78.8	18.8	2.4	-	1.2353	85
No.....	70.8	20.8	1.9	6.5	1.4423	260

\*\*\* means that the mean responses differ significantly.

TABLE 114

## Analysis of Variance

Alcohol and Drug Related Education.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	1.4300	5	0.2860	0.4997	0.7764
Within Groups	198.0246	346	0.5723		
Total	199.4546	351			
<b>Religious Affiliation</b>					
Between Groups	2.0900	3	0.6967	1.2334	0.2975
Within Groups	194.3123	344	0.5649		
Total	196.4023	347			
<b>Children in School</b>					
Between Groups	2.6804	1	2.6804	4.8078	0.0290*
Within Groups	194.0167	348	0.5575		
Total	196.6971	349			
<b>School System</b>					
Between Groups	0.0764	2	0.0382	0.1001	0.9048
Within Groups	77.4770	203	0.3817		
Total	77.5534	205			

TABLE 114 continued ...

## Analysis of Variance

Alcohol and Drug Related Education.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	5.6886	5	1.1377	2.0572	0.0705
Within Groups	177.5285	321	0.5530		
Total	183.2171	326			
<b>Length of Residency</b>					
Between Groups	4.3511	3	1.4504	2.5815	0.0533
Within Groups	194.9537	347	0.5618		
Total	199.3048	350			
<b>Posted by Employer</b>					
Between Groups	2.4538	1	2.4538	4.2939	0.0390*
Within Groups	192.5787	337	0.5715		
Total	195.0325	338			
<b>Considers Oneself Native</b>					
Between Groups	2.7452	1	2.7452	4.8181	0.0288*
Within Groups	195.4287	343	0.5698		
Total	198.1739	344			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

children in school chose "don't know" compared to only 2% of those with children in school.

Those posted into the area showed more support for "alcohol and drug related education" than non-posted respondents. Ninety-six point four percent of posted respondents chose either "more attention" or "same attention" compared to 92.1% of the non-posted respondents.

Native respondents want the schools to put more emphasis on "alcohol and drug related education" than non-native respondents. Eighty percent of the native respondents chose "more attention" compared to 69.9% of the non-native respondents. Six point five percent of the non-native respondents chose "don't know" while no native respondents chose this response.

#### Computer Education

Fifty-nine point five percent of the total sample said "more attention" should be devoted to "computer education", 27.2% chose "same attention", 1.4% chose "less attention", and 11.9% chose "don't know". The complete findings for this question are presented in Table 115.

The analysis of variance indicated that the mean responses differed significantly within the variables,

TABLE 115

How much attention should the schools devote to...  
Computer Education?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	59.5	27.2	1.4	11.9	1.657	353
Age *						
18-27.....	62.3	24.7	1.3	11.7	1.6234	77
28-37.....	63.9	23.1	0.9	12.0	1.6111	108
38-47.....	49.4	34.9	2.4	13.3	1.7952	83
48-57.....	67.2	25.9	-	6.9	1.4655	58
53-67.....	57.1	23.8	4.8	14.3	1.7619	21
over 67.....	-	33.3	-	66.7	3.3333	3
Religious Affiliation						
Integrated.....	58.1	25.7	1.0	15.2	1.7333	210
Pentecostal Assemblies.....	53.3	33.3	3.3	10.0	1.7000	30
Roman Catholic.....	63.3	28.6	2.0	6.1	1.5102	98
Other.....	75.0	12.5	-	12.5	1.5000	8
Children in School *						
Yes.....	61.8	27.9	2.0	8.3	1.5686	204
No.....	56.3	25.7	0.7	17.4	1.7917	144
School System						
Both.....	71.0	19.4	6.5	3.2	1.4194	31
Integrated.....	58.9	31.3	-	9.8	1.6071	112
Roman Catholic.....	61.3	27.4	3.2	8.1	1.5806	62

TABLE 115 continued ...

How much attention should the schools devote to...  
Computer Education?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>						
Grade 9 or less.....	55.4	27.7	3.1	13.8	1.7538	65
Some High School.....	38.0	46.0	-	16.0	1.9400	50
Completed High School.....	60.0	30.8	1.5	7.7	1.5692	65
Some Post-Secondary.....	51.3	33.3	-	15.4	1.7949	39
Trade/Technical/Nursing....	79.1	10.4	-	10.4	1.4179	67
University Graduate.....	66.7	20.5	2.6	10.3	1.5641	39
<b>Length of Residency</b>						
less than 1 year.....	42.9	28.6	-	28.6	2.1429	7
1 - 4 years.....	57.9	15.8	5.3	21.1	1.8947	38
5 - 10 years.....	65.0	25.0	-	10.0	1.5500	40
more than 10 years.....	59.5	28.8	1.1	10.6	1.6288	264
<b>Posted by Employer</b>						
Yes.....	56.2	32.9	4.1	6.8	1.6164	73
NO.....	60.2	25.8	0.8	13.3	1.6705	264
<b>Considers Oneself Native</b>						
Yes.....	57.6	34.1	-	8.2	1.5882	85
NO.....	59.7	25.6	1.9	12.8	1.6783	258

"\*" means that the mean responses differ significantly.

age and children in school. The analysis of variance is presented in Table 116 for all variables.

The Scheffé test did not identify any statistically significant differences between the mean responses of the groups within the age variable.

Eighty-nine point seven percent of the respondents with children in school chose either "more attention" or "same attention", compared to 82.0% for those without children in school. Seventeen point four percent of those without children in school chose "don't know" while only 8.3% of those with children in school chose this responses.

#### Programs for the Gifted and Talented

Fifty-two point seven percent of the respondents stated that "more attention" should be devoted to "programs for the gifted and talented", 30.2% stated "same attention", 6.0% stated "less attention", and 11.1% stated "don't know". The complete findings for this question are presented in Table 117.

The analysis of variance did not find any statistically significant differences between the mean responses within any of the independent variables. The analysis of variance is presented in Table 118 for all variables.



TABLE 116  
Analysis of Variance

Computer Education.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	12.6873	5	2.5375	2.6599	0.0224*
Within Groups	328.1699	344	0.9540		
Total	340.8572	349			
<b>Religious Affiliation</b>					
Between Groups	3.5800	3	1.1933	1.2151	0.3041
Within Groups	335.8565	342	0.9820		
Total	339.4365	345			
<b>Children in School</b>					
Between Groups	4.1993	1	4.1993	4.3270	0.0382*
Within Groups	335.7892	346	0.9705		
Total	339.9885	347			
<b>School System</b>					
Between Groups	0.8649	2	0.4325	0.5482	0.5789
Within Groups	159.3594	202	0.7889		
Total	160.2243	204			

TABLE 116 continued ...

## Analysis of Variance

Computer Education.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	10.0220	5	2.0044	2.0959	0.0657
Within Groups	305.0672	319	0.9563		
Total	315.0892	324			
<b>Length of Residency</b>					
Between Groups	4.4668	3	1.4889	1.5290	0.2067
Within Groups	335.9573	345	0.9738		
Total	340.4241	348			
<b>Posted by Employer</b>					
Between Groups	0.1669	1	0.1669	0.1717	0.6789
Within Groups	325.5898	335	0.9719		
Total	325.7567	336			
<b>Considers Oneself Native</b>					
Between Groups	0.5186	1	0.5186	0.5410	0.4625
Within Groups	326.8867	341	0.9586		
Total	327.4053	342			

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\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

TABLE 117

How much attention should the schools devote to...  
Programs for the Gifted and Talented?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	52.7	30.2	6.0	11.1	1.755	351
Age						
18-27.....	44.9	38.5	6.4	10.3	1.8205	78
28-37.....	51.4	29.9	6.5	12.1	1.7944	107
38-47.....	54.3	27.2	6.2	12.3	1.7654	81
48-57.....	63.8	24.1	3.4	8.6	1.5690	58
58-67.....	57.1	28.6	-	14.3	1.7143	21
over 67.....	33.3	33.3	33.3	-	2.0000	3
Religious Affiliation						
Integrated.....	53.1	27.8	5.3	13.9	1.7990	209
Pentecostal Assemblies.....	43.3	40.0	10.0	6.7	1.8000	30
Roman Catholic.....	53.6	34.0	6.2	6.2	1.6495	97
Other.....	75.0	-	-	25.0	1.7500	8
Children in School						
Yes.....	54.2	31.8	5.0	9.0	1.6866	201
No.....	51.0	28.3	6.2	14.5	1.8414	145
School System						
Both.....	59.4	28.1	12.5	-	1.5313	32
Integrated.....	52.3	31.5	3.6	12.6	1.7658	111
Roman Catholic.....	53.3	33.3	5.0	8.3	1.6833	60

TABLE 117 continued ...

How much attention should the schools devote to...  
Programs for the Gifted and Talented?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>						
Grade 9 or less.....	54.0	33.3	3.2	9.5	1.6825	63
Some High School.....	42.9	38.8	4.1	14.3	1.8980	49
Completed High School.....	43.1	41.5	3.1	12.3	1.8462	65
Some Post-Secondary.....	47.5	27.5	10.0	15.0	1.9250	40
Trade/Technical/Nursing....	62.7	19.4	7.5	10.4	1.6567	67
University Graduate.....	64.1	20.5	5.1	10.3	1.6154	39
<b>Length of Residency</b>						
less than 1 year.....	28.6	28.6	-	42.9	2.5714	7
1 - 4 years.....	44.7	36.8	2.6	15.8	1.8947	38
5 - 10 years.....	57.5	22.5	2.5	17.5	1.8000	40
more than 10 years.....	53.8	30.5	6.9	8.8	1.7061	262
<b>Posted by Employer</b>						
Yes.....	50.7	36.6	2.8	9.9	1.7183	71
No.....	54.0	28.3	6.0	11.7	1.7547	265
<b>Considers Oneself Native</b>						
Yes.....	56.5	29.4	8.2	5.9	1.6353	85
No.....	51.4	31.1	5.1	12.5	1.7860	257

TABLE 118

## Analysis of Variance

Programs for the Gifted and Talented.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	2.7302	5	0.5460	0.5558	0.7338
Within Groups	336.0169	342	0.9825		
Total	338.7471	347			
<b>Religious Affiliation</b>					
Between Groups	1.5461	3	0.5154	0.5216	0.6677
Within Groups	335.9423	340	0.9881		
Total	337.4884	343			
<b>Children in School</b>					
Between Groups	2.0188	1	2.0188	2.0755	0.1506
Within Groups	334.6055	344	0.9727		
Total	336.6243	345			
<b>School System</b>					
Between Groups	1.4040	2	0.7020	0.7938	0.4535
Within Groups	176.8620	200	0.8843		
Total	178.2660	202			

TABLE 118 continued ...

## Analysis of Variance

Programs for the Gifted and Talented.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
Level of Education					
Between Groups	4.4053	5	0.8811	0.8846	0.4916
Within Groups	315.7124	317	0.9959		
Total	320.1177	322			
Length of Residency					
Between Groups	6.1152	3	2.0384	2.1055	0.0993
Within Groups	332.0635	343	0.9681		
Total	338.1785	346			
Posted by Employer					
Between Groups	0.0742	1	0.0742	0.0757	0.7834
Within Groups	327.4228	334	0.9803		
Total	327.4970	335			
Considers Oneself Native					
Between Groups	1.4506	1	1.4506	1.5179	0.2188
Within Groups	324.9237	340	0.9557		
Total	326.3743	341			

---

\*  $p < .05$ ,    \*\*  $p < .01$ ,    \*\*\*  $p < .001$ ,    \*\*\*\*  $p < .0001$

Career Counseling

In response to the final section in this question, 58.6% stated that "more attention" should be devoted to "career counseling", 30.4% stated "same attention", 1.1% stated "less attention", and 9.9% stated "don't know". The complete findings for this question are presented in Table 119.

The analysis of variance indicated that the mean responses differed significantly within the "length of residency" variable. The Scheffé test indicated that the mean response of those who lived in the area more than ten years significantly differed from the mean responses of those who lived in the area between one and four years. Respondents who lived in Happy Valley-Goose Bay for more than ten years chose either "more attention" or "same attention" 92.1% of the time, compared to 76.3% for those who have been residents between one and four years. Twenty-three point seven percent of those in the area between one and four years chose "don't know".

The analysis of variance is presented in Table 120 for all variables.

TABLE 119

How much attention should the schools devote to...  
Career Counseling?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	58.6	30.4	1.1	9.9	1.623	355
Age						
18-27.....	51.3	38.5	-	10.3	1.6923	78
28-37.....	56.9	29.4	0.9	12.8	1.6972	109
38-47.....	66.3	21.7	1.2	10.8	1.5663	83
48-57.....	63.8	29.3	3.4	3.4	1.4655	58
58-67.....	57.1	33.3	-	9.5	1.6190	21
over 67.....	33.3	66.7	-	-	1.6667	3
Religious Affiliation						
Integrated.....	54.8	30.5	1.0	13.8	1.7381	210
Pentecostal Assemblies.....	60.0	36.7	-	3.3	1.4667	30
Roman Catholic.....	63.6	30.3	2.0	4.0	1.4646	99
Other.....	77.8	11.1	-	11.1	1.4444	9
Children in School						
Yes.....	63.2	27.5	1.0	8.3	1.5441	204
No.....	52.7	34.2	0.7	12.3	1.7260	146
School System						
Both.....	71.9	21.9	3.1	3.1	1.3750	32
Integrated.....	61.6	30.4	0.9	7.1	1.5357	112
Roman Catholic.....	58.1	27.4	1.6	12.9	1.6935	62



TABLE 119 continued ...

How much attention should the schools devote to...  
Career Counseling?

	MORE ATTENTION (%)	SAME ATTENTION (%)	LESS ATTENTION (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>						
Grade 9 or less.....	66.2	23.1	3.1	7.7	1.5231	65
Some High School.....	54.0	32.0	-	14.0	1.7400	50
Completed High School.....	61.5	30.8	-	7.7	1.5385	65
Some Post-Secondary.....	62.5	27.5	-	10.0	1.5750	40
Trade/Technical/Nursing....	61.2	28.4	-	10.4	1.5970	67
University Graduate.....	40.0	45.0	2.5	12.5	1.8750	40
<b>Length of Residency*</b>						
less than 1 year.....	75.0	-	-	25.0	1.7500	8
1 - 4 years.....	36.8	39.5	-	23.7	2.1053	38
5 - 10 years.....	47.5	35.0	-	17.5	1.8750	40
more than 10 years.....	63.0	29.1	1.5	6.4	1.5132	265
<b>Posted by Employer</b>						
Yes.....	63.0	26.0	1.4	9.6	1.5753	73
No.....	57.5	30.8	1.1	10.5	1.6466	266
<b>Considers Oneself Native</b>						
Yes.....	61.2	34.1	1.2	3.5	1.4706	85
No.....	56.9	29.6	1.2	12.3	1.6885	260

"" means that the mean responses differ significantly.

TABLE 120

## Analysis of Variance

Career Counseling.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	2.6870	5	0.5374	0.6238	0.6817
Within Groups	298.0602	346	0.8614		
Total	300.7472	351			
<b>Religious Affiliation</b>					
Between Groups	6.2706	3	2.0902	2.4548	0.0630
Within Groups	292.9104	344	0.8515		
Total	299.1810	347			
<b>Children in School</b>					
Between Groups	2.8160	1	2.8160	3.3146	0.0695
Within Groups	295.6440	348	0.8496		
Total	298.4600	349			
<b>School System</b>					
Between Groups	2.2664	2	1.1332	1.4696	0.2325
Within Groups	156.5346	203	0.7721		
Total	158.8010	205			

TABLE 120 continued ...

## Analysis of Variance

Career Counseling

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	4.4753	5	0.8951	1.0400	0.3940
Within Groups	276.2586	321	0.8606		
Total	280.7339	326			
<b>Length of Residency</b>					
Between Groups	14.7013	3	4.9004	5.9527	0.0006***
Within Groups	285.6577	347	0.8232		
Total	300.3590	350			
<b>Posted by Employer</b>					
Between Groups	0.2910	1	0.2910	0.3306	0.5657
Within Groups	296.6176	337	0.8802		
Total	296.9086	338			
<b>Considers Oneself Native</b>					
Between Groups	3.0408	1	3.0408	3.5362	0.0609
Within Groups	294.9419	343	0.8599		
Total	297.9827	344			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

### Financing Education

#### Adequate Funding

This study asked the subjects if they thought that "the local school boards needed more money to provide a high quality of education for all students in Happy Valley-Goose Bay". Seventy-six point seven percent of the respondents said "yes", 9.8% said "no", and 13.5% said "don't know". The complete findings for this question are presented in Table 121.

The analysis of variance did not find any statistically significant differences between the mean responses within any of the independent variables. The analysis of variance is presented in Table 122 for all variables.

#### Local School Taxation

The sample was informed by this study that at present, 5% of the total cost of elementary and high school education in Newfoundland and Labrador is provided from the local taxes collected by the school tax authorities. They were asked what should happen to this tax. Forty-three point five percent of the respondents chose "kept as it is", 8.8% chose "kept and increased", 5.9% chose "kept and reduced", and 41.8% chose "not kept at all - The Provincial Government

TABLE 121

Do you think that the local school boards need more money to provide  
a high quality education for all students in Happy Valley-Goose Bay?

	YES (%)	NO (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	76.7	9.8	13.5	1.368	356
Age					
18-27.....	76.9	11.5	11.5	1.3462	78
28-37.....	77.5	9.0	13.5	1.3604	111
38-47.....	75.9	8.4	15.7	1.3976	83
48-57.....	75.4	10.5	14.0	1.3860	57
58-67.....	71.4	14.3	14.3	1.4286	21
over 67.....	100.0	-	-	1.0000	3
Religious Affiliation					
Integrated.....	72.9	9.5	17.6	1.4476	210
Pentecostal Assemblies....	83.3	10.0	6.7	1.2333	30
Roman Catholic.....	80.0	11.0	9.0	1.2900	100
Other.....	100.0	-	-	1.0000	9
Children in School					
Yes.....	79.8	8.9	11.3	1.3153	203
No.....	72.3	10.8	16.9	1.4459	148
School System					
Both.....	78.1	15.6	6.3	1.2813	32
Integrated.....	78.6	6.3	15.2	1.3661	112
Roman Catholic.....	83.9	9.7	6.5	1.2258	62

TABLE 121 continued ...

Do you think that the local school boards need more money to provide  
a high quality education for all students in Happy Valley-Goose Bay?

	YES (%)	NO (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Level of Education</b>					
Grade 9 or less.....	68.8	12.5	18.8	1.5000	64
Some High School.....	68.6	15.7	15.7	1.4706	51
Completed High School.....	80.0	7.7	12.3	1.3231	65
Some Post-Secondary.....	87.5	7.5	5.0	1.1750	40
Trade/Technical/Nursing...	73.1	9.0	17.9	1.4478	67
University Graduate.....	80.5	7.3	12.2	1.3171	41
<b>Length of Residency</b>					
less than 1 year.....	77.8	11.1	11.1	1.3333	9
1 - 4 years.....	71.1	2.6	26.3	1.5526	38
5 - 10 years.....	82.5	7.5	10.0	1.2750	40
more than 10 years.....	76.2	11.3	12.5	1.3623	265
<b>Posted by Employer</b>					
Yes.....	72.6	9.6	17.8	1.4521	73
No.....	77.9	9.4	12.7	1.3483	267
<b>Considers Oneself Native</b>					
Yes.....	82.4	7.1	10.6	1.2824	85
No.....	74.3	11.1	14.6	1.4023	261

TABLE 122

## Analysis of Variance

Do local school boards need more money to provide a high quality education?

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
Age					
Between Groups	0.6147	5	0.1229	0.2400	0.9446
Within Groups	177.7706	347	0.5123		
Total	178.3853	352			
Religious Affiliation					
Between Groups	3.6955	3	1.2318	2.4441	0.0639
Within Groups	173.8805	345	0.5040		
Total	177.5760	348			
Children in School					
Between Groups	1.4616	1	1.4616	2.8919	0.0899
Within Groups	176.3902	349	0.5054		
Total	177.8518	350			
School System					
Between Groups	0.8180	2	0.4090	0.9297	0.3963
Within Groups	89.2985	203	0.4399		
Total	290.1165	205			

TABLE 122 continued ...

## Analysis of Variance

Do local school boards need more money to provide a high quality education?

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	3.6847	5	0.7369	1.4113	0.2197
Within Groups	168.1415	322	0.5222		
Total	171.8262	327			
<b>Length of Residency</b>					
Between Groups	1.6548	3	0.5516	1.0870	0.3546
Within Groups	176.5924	348	0.5074		
Total	178.2472	351			
<b>Posted by Employer</b>					
Between Groups	0.6169	1	0.6169	1.2075	0.2726
Within Groups	172.6889	338	0.5109		
Total	173.3058	339			
<b>Considers Oneself Native</b>					
Between Groups	0.9225	1	0.9225	1.8239	0.1777
Within Groups	173.9822	344	0.5058		
Total	174.9047	345			

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\*p < .05, \*\*p < .01, \*\*\*p < .001, \*\*\*\*p < .0001



should pay the full cost". The complete findings for this question are presented in Table 123.

The analysis of variance indicated that the mean responses differed significantly within the variables, "posted by employer" and "considers oneself native". The analysis of variance is presented in Table 124 for all variables.

A greater percentage of the respondents posted into the area by their employer saw a need for local school taxation. Sixty-five point three percent of the posted respondents were in favour of local taxation compared to 55.7% of non-posted respondents. Forty-four point three percent of the non-posted respondents wanted to eliminate local school taxation in favour of the Provincial Government paying the total cost.

A majority of respondents who consider themselves native were in favour of the Provincial Government assuming full financial responsibility for education. Seventy-three percent of the non-native respondents were in favour of local school taxation.

#### Additional Money for Education

The respondents were asked that "if the Provincial Government had to find additional money for education,

TABLE 123

Do you feel local school taxation should be ...?

	KEPT AS IT IS (%)	KEPT AND INCREASED (%)	KEPT AND REDUCED (%)	ELIMINATED (%)	MEAN RESPONSE	N
Total Sample.....	43.5	8.8	5.9	41.8	2.460	354
Age						
18-27.....	35.5	2.6	18.4	43.4	2.6974	76
28-37.....	48.2	10.9	2.7	38.2	2.3091	110
38-47.....	49.4	8.4	1.2	41.0	2.3373	83
48-57.....	43.1	13.8	1.7	41.4	2.4138	58
58-67.....	28.6	9.5	4.8	57.1	2.9048	21
over 67.....	33.3	-	33.3	33.3	2.6667	3
Religious Affiliation						
Integrated.....	43.3	9.5	6.7	40.5	2.4429	210
Pentecostal Assemblies.....	36.7	6.7	10.0	46.7	2.6667	30
Roman Catholic.....	44.9	8.2	4.1	42.9	2.4490	98
Other.....	44.4	11.1	-	44.4	2.4444	9
Children in School						
Yes.....	44.3	10.8	3.4	41.4	2.4187	203
No.....	42.5	6.2	9.6	41.8	2.5068	146
School System						
Both.....	34.4	6.3	6.3	53.1	2.7813	32
Integrated.....	46.0	9.7	3.5	40.7	2.3894	113
Roman Catholic.....	50.0	13.3	1.7	35.0	2.2167	60

TABLE 123 continued ...

Do you feel local school taxation should be ...?

	KEPT AS IT IS (%)	KEPT AND INCREASED (%)	KEPT AND REDUCED (%)	ELIMINATED (%)	MEAN RESPONSE	N
<b>Level of Education</b>						
Grade 9 or less.....	43.1	4.6	6.2	46.2	2.5538	65
Some High School.....	33.3	9.8	7.8	49.0	2.7255	51
Completed High School.....	47.7	7.7	6.2	38.5	2.3538	65
Some Post-Secondary.....	48.7	10.3	2.6	38.5	2.3077	39
Trade/Technical/Nursing....	44.8	9.0	9.0	37.3	2.3881	67
University Graduate.....	56.4	20.5	-	23.1	1.8974	39
<b>Length of Residency</b>						
less than 1 year.....	44.4	11.1	11.1	33.3	2.3333	9
1 - 4 years.....	45.9	16.2	8.1	29.7	2.2162	37
5 - 10 years.....	50.0	12.5	-	37.5	2.2500	40
more than 10 years.....	42.4	7.2	6.4	43.9	2.5189	264
<b>Posted by Employer*</b>						
Yes.....	54.7	9.3	1.3	34.7	2.1600	75
No.....	40.8	8.4	6.5	44.3	2.5420	262
<b>Considers Oneself Native*</b>						
Yes.....	30.2	9.3	7.0	53.5	2.8372	86
No.....	48.6	8.6	5.8	37.0	2.3113	257

\*\* means that the mean responses differ significantly.

TABLE 124

## Analysis of Variance

Local school taxation.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	12.4358	5	2.4872	1.2757	0.2738
Within Groups	672.6298	345	1.9497		
Total	685.0656	350			
<b>Religious Affiliation</b>					
Between Groups	1.3516	3	0.4505	0.2290	0.8762
Within Groups	674.9481	343	1.9678		
Total	676.2997	346			
<b>Children in School</b>					
Between Groups	0.6596	1	0.6596	0.3366	0.5622
Within Groups	679.9020	347	1.9594		
Total	680.5616	348			
<b>School System</b>					
Between Groups	6.6807	2	3.3403	1.7017	0.1850
Within Groups	396.5193	202	1.9630		
Total	403.2000	204			

TABLE 124 continued ...

## Analysis of Variance

Local school taxation.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	17.2717	5	3.4543	1.8036	0.1117
Within Groups	612.8878	320	1.9153		
Total	630.1595	325			
<b>Length of Residency</b>					
Between Groups	4.9987	3	1.6662	0.8507	0.4669
Within Groups	677.6756	346	1.9586		
Total	682.6743	349			
<b>Posted by Employer</b>					
Between Groups	8.5079	1	8.5079	4.3506	0.0378*
Within Groups	655.1182	335	1.9556		
Total	663.6261	336			
<b>Considers Oneself Native</b>					
Between Groups	17.8232	1	17.8232	7.3386	0.0024**
Within Groups	650.8182	341	1.9086		
Total	668.6414	342			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

then which would be the best methods", and the possible responses were "higher sales tax", "higher income tax", and "other". If the "other" was chosen, the respondents were asked to identify a method. Eleven point five percent chose "higher sales tax", 40.8% chose "higher income tax", and 47.8% chose "other". The complete findings for this question are presented in Table 125.

The popular responses provided by the respondents when they chose "other" and the ranking from most popular to least popular were (1) "reduce unnecessary government spending", 32%; (2) "don't know", 27%; (3) "user fees or tuition fees", 7%; (4) "provincial lottery for education or school fund raising", 7%; (5) "tax large corporations", 6%; (6) "elected officials take pay cuts", 4%; (7) "Federal Government Contributions", 4%; (8) "higher property and school tax", 4%; (9) other, 9%.

The analysis of variance was completed on only three responses, "higher sales tax", "higher income tax", and "other", and it indicated that the mean responses differed significantly within one variable, "considers oneself native". The analysis of variance is presented in Table 126 for all variables.

Over half of the native respondents chose "higher

TABLE 125

If the Provincial Government is "forced" to find a means of raising additional money for education, which of the following would be best?

	HIGHER SALES TAX (%)	HIGHER INCOME TAX (%)	OTHER (%)	MEAN RESPONSE	N
Total Sample.....	11.5	40.8	47.8	2.363	314
Age					
18-27.....	9.5	52.4	38.1	2.2857	63
28-37.....	8.2	36.1	55.7	2.4742	97
38-47.....	14.1	35.9	50.0	2.3590	78
48-57.....	14.0	40.0	46.0	2.3200	50
58-67.....	15.0	45.0	40.0	2.2500	20
over 67.....	33.3	66.7	-	1.6667	3
Religious Affiliation					
Integrated.....	13.5	42.2	44.3	2.3081	185
Pentecostal Assemblies....	-	60.0	40.0	2.4000	25
Roman Catholic.....	11.2	33.7	55.1	2.4382	89
Other.....	12.5	37.5	50.0	2.3750	8
Children in School					
Yes.....	10.9	36.1	53.0	2.4208	183
No.....	12.7	46.8	40.5	2.2778	126
School System					
Both.....	3.2	45.2	51.6	2.4839	31
Integrated.....	13.3	37.8	49.0	2.3571	98
Roman Catholic.....	9.1	29.1	61.8	2.5273	55

TABLE 125 continued ...

If the Provincial Government is "forced" to find a means of raising additional money for education, which of the following would be best?

	HIGHER SALES TAX (%)	HIGHER INCOME TAX (%)	OTHER (%)	MEAN RESPONSE	N
<b>Level of Education</b>					
Grade 9 or less.....	8.2	50.8	41.0	2.3279	61
Some High School.....	12.2	46.3	41.5	2.2927	41
Completed High School.....	15.0	33.3	51.7	2.3667	60
Some Post-Secondary.....	17.1	45.7	37.1	2.2000	35
Trade/Technical/Nursing...	3.5	33.3	63.2	2.5965	57
University Graduate.....	18.9	35.1	45.9	2.2703	37
<b>Length of Residency</b>					
less than 1 year.....	12.5	37.5	50.0	2.3750	8
1 - 4 years.....	9.4	46.9	43.8	2.3438	32
5 - 10 years.....	10.3	41.0	48.7	2.3846	39
more than 10 years.....	12.1	39.8	48.1	2.3593	231
<b>Posted by Employer</b>					
Yes.....	13.4	38.8	47.8	2.3433	67
No.....	11.5	41.7	46.8	2.3532	235
<b>Considers Oneself Native*</b>					
Yes.....	10.4	58.4	31.2	2.2078	77
No.....	12.2	35.2	52.6	2.4043	230

\*\* means that the mean responses differ significantly.



TABLE 126  
Analysis of Variance

Additional money for education.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	3.3775	5	0.6755	1.4686	0.1998
Within Groups	140.2881	305	0.4600		
Total	143.6656	310			
<b>Religious Affiliation</b>					
Between Groups	1.0767	3	0.3589	0.7701	0.5115
Within Groups	141.2230	303	0.4661		
Total	142.2997	306			
<b>Children in School</b>					
Between Groups	1.5257	1	1.5257	3.3013	0.0702
Within Groups	141.8789	307	0.4621		
Total	143.4046	308			
<b>School System</b>					
Between Groups	1.1305	2	0.5652	1.2484	0.2894
Within Groups	81.9510	181	0.4528		
Total	83.0815	183			

TABLE 126 continued ...

## Analysis of Variance

Additional money for education.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	4.6330	5	0.9266	2.0239	0.0753
Within Groups	130.4804	285	0.4578		
Total	135.1134	290			
<b>Length of Residency</b>					
Between Groups	0.0335	3	0.0112	0.0238	0.9950
Within Groups	143.5020	306	0.4690		
Total	143.5355	309			
<b>Posted by Employer</b>					
Between Groups	0.0051	1	0.0051	0.0109	0.9169
Within Groups	140.7896	300	0.4693		
Total	140.7947	301			
<b>Considers Oneself Native</b>					
Between Groups	2.2287	1	2.2287	4.8529	0.0283*
Within Groups	140.0710	305	0.4592		
Total	142.2997	306			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001

income tax" whereas over half of the non-native respondents chose "other". Both groups were evenly split on their support for "higher sales tax".

#### Denominational Education

The subjects in this study were asked which of the stated responses best represents their view.

Thirty-six point four percent chose "have one school board serve all the children in the area", 27.7% chose "keep denominational system as it is", 17.2% chose "the two boards should increase sharing", 10.5% chose "give other denominations the right to have their own schools", and 8.2% chose "don't know". The complete findings for this question are presented in Table 127.

The analysis of variance indicated that the mean responses differed significantly within the variables: "religious affiliation", "children in school", and "school system". The analysis of variance is presented in Table 128 for all variables.

The Scheffé test identified the mean response of the Integrated respondents differed significantly from the mean responses of the Pentecostal Assemblies and Roman Catholic respondents. The Integrated respondents were more in favour of the one board than the other two groups. The largest percentage of the Pentecostal

TABLE 127

Happy Valley-Goose Bay has a denominational education system,  
should the denominational system be kept, or should it be changed?  
Which one of the following best represents your view?

Legend: DEN. SYS. - Keep denominational system as it is.  
OTHER - Give other denominations the right to have their own schools.  
SHARING - The two boards should increase sharing.  
ONE BOARD - Have one board serve all the children in the area.

	DEN. SYS. (%)	OTHER (%)	SHARING (%)	ONE BOARD (%)	DON'T KNOW (%)	MEAN RESPONSE	N
Total Sample.....	27.7	10.5	17.2	36.4	8.2	2.870	354
Age							
18-27.....	26.9	12.8	12.8	35.9	11.5	2.9231	78
28-37.....	28.8	9.0	16.2	42.3	3.6	2.8288	111
38-47.....	32.1	11.1	16.0	39.6	11.1	2.7654	81
48-57.....	20.7	12.1	24.1	34.5	8.6	2.9828	58
58-67.....	25.0	5.0	30.0	40.0	-	2.8500	20
over 67.....	33.3	-	-	33.3	33.3	3.3333	3
Religious Affiliation*							
Integrated.....	22.9	7.6	15.7	42.9	11.0	3.1143	210
Pentecostal Assemblies.....	43.3	36.7	6.7	13.3	-	1.9000	30
Roman Catholic.....	35.4	7.1	24.2	29.3	4.0	2.5960	99
Other.....	11.1	22.2	11.1	44.4	11.1	3.2222	9

TABLE 127 continued ...

Happy Valley-Goose Bay has a denominational education system,  
should the denominational system be kept, or should it be changed?  
Which one of the following best represents your view?

Legend: DEN. SYS. - Keep denominational system as it is.  
OTHER - Give other denominations the right to have their own schools.  
SHARING - The two boards should increase sharing.  
ONE BOARD - Have one board serve all the children in the area.

	DEN. SYS. (%)	OTHER (%)	SHARING (%)	ONE BOARD (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Children in School*</b>							
Yes.....	31.3	11.4	16.4	35.3	5.5	2.7214	201
No.....	23.0	8.8	18.2	38.5	11.5	3.0676	148
<b>School System*</b>							
Both.....	28.1	3.1	34.4	31.3	3.1	2.7813	32
Integrated.....	23.4	15.3	14.4	39.6	7.2	2.9189	111
Roman Catholic.....	45.0	10.0	15.0	26.7	3.3	2.3333	60
<b>Level of Education</b>							
Grade 9 or less.....	33.3	14.3	9.5	30.2	12.7	2.7460	63
Some High School.....	38.0	20.0	8.0	18.0	16.0	2.5400	50
Completed High School.....	21.5	7.7	23.1	40.0	7.7	3.0462	65
Some Post-Secondary.....	32.5	12.5	25.0	27.5	2.5	2.5500	40
Trade/Technical/Nursing....	20.9	9.0	14.9	50.7	4.5	3.0896	67
University Graduate.....	24.4	2.4	29.3	36.6	7.3	3.0000	41

TABLE 127 continued ...

Happy Valley-Goose Bay has a denominational education system,  
should the denominational system be kept, or should it be changed?  
Which one of the following best represents your view?

Legend: DEN. SYS. - Keep denominational system as it is.  
OTHER - Give other denominations the right to have their own schools.  
SHARING - The two boards should increase sharing.  
ONE BOARD - Have one board serve all the children in the area.

	DEN. SYS. (%)	OTHER (%)	SHARING (%)	ONE BOARD (%)	DON'T KNOW (%)	MEAN RESPONSE	N
<b>Length of Residency</b>							
less than 1 year.....	33.3	-	-	66.7	-	3.0000	9
1 - 4 years.....	28.9	-	13.2	47.4	10.5	3.1053	38
5 - 10 years.....	25.0	10.0	27.5	35.0	2.5	2.8000	40
more than 10 years.....	27.8	12.5	17.1	33.8	8.7	2.8327	263
<b>Posted by Employer</b>							
Yes.....	27.4	6.8	20.5	30.1	15.1	2.9863	73
No.....	27.9	11.3	17.0	37.4	6.4	2.8302	265
<b>Considers Oneself Native</b>							
Yes.....	31.4	11.6	11.6	33.7	11.6	2.8256	86
No.....	26.7	10.5	19.4	36.4	7.0	2.8643	258

"\*" means that the mean responses differ significantly.

TABLE 128

## Analysis of Variance

Keep the denominational system of education?

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	2.6777	5	0.5355	0.2816	0.9231
Within Groups	656.0288	345	1.9015		
Total	658.7065	350			
<b>Religious Affiliation</b>					
Between Groups	49.3012	3	16.4337	9.3080	0.0000***
Within Groups	607.3511	344	1.7656		
Total	656.6523	347			
<b>Children in School</b>					
Between Groups	10.2146	1	10.2146	5.4722	0.0199*
Within Groups	647.7223	347	1.8666		
Total	657.9369	348			
<b>School System</b>					
Between Groups	13.4794	2	6.7397	3.7750	0.0246*
Within Groups	357.0724	200	1.7854		
Total	370.5518	202			

TABLE 128 continued ...

## Analysis of Variance

Keep the denominational system of education?

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	16.3518	5	3.2704	1.7367	0.1258
Within Groups	602.5807	320	1.8831		
Total	618.9325	325			
<b>Length of Residency</b>					
Between Groups	2.7994	3	0.9331	0.4932	0.6872
Within Groups	654.6177	346	1.8920		
Total	657.4171	349			
<b>Posted by Employer</b>					
Between Groups	1.3949	1	1.3949	0.7365	0.3914
Within Groups	636.3448	336	1.8939		
Total	637.7397	337			
<b>Considers Oneself Native</b>					
Between Groups	0.0969	1	0.0969	0.0511	0.8213
Within Groups	648.6357	342	1.8966		
Total	648.7326	343			

\* p &lt; .05, \*\* p &lt; .01, \*\*\* p &lt; .001, \*\*\*\* p &lt; .0001



Assemblies respondents wanted to keep the present system as is, followed closely by allowing other denominations to have their own schools. The largest percentage of the Roman Catholic respondents wanted to maintain the present system followed closely by having just one board in the area to serve all the students. The Roman Catholic respondents had the highest support for shared services while the Pentecostal Assemblies respondents had the least.

Those with and those without children in school differed significantly in mean responses with the real differences in responses being in "keep denominational system as is" and "don't know". Thirty-one point three percent of those with children in school wanted to keep the present system as it is and 5.5% chose "don't know". Those without children in school gave 23.0% to the present system with 11.5% stating "don't know".

The Scheffé test indicated that the mean responses between those with children in the Integrated and Roman Catholic school systems differed significantly. Respondents with children in Integrated schools supported the one board concept 39.6% of the time and the present school structure, 23.4%. Forty-five percent of those with children in Roman Catholic Schools supported the present school structure and 26.7% chose the one board concept.

### Shared Services

The only respondents who were asked to complete the question on sharing were those who chose "the two boards should increase sharing" in the previous question. These respondents were given five areas where sharing could easily take place and were asked if they would agree with sharing in these areas.

### Bussing

Eighty-five percent of the respondents said "yes" to the sharing of "bussing", and 15% said "no". The complete findings for this question are presented in Table 129.

The analysis of variance did not find any statistically significant differences between the mean responses within any of the independent variables. The analysis of variance is presented in Table 130 for all variables.

### Specialist Personnel

Eighty-five point seven percent said "yes" to the sharing of "Specialist Personnel", 14.3% said "no". The complete findings for this question are presented in Table 131.

The analysis of variance did not find any

TABLE 129

Which of the following should the two school boards share ...  
Bussing?

	YES (%)	NO (%)	MEAN RESPONSE	N
Total Sample.....	85.0	15.0	1.150	60
Age				
18-27.....	61.5	38.5	1.3846	13
28-37.....	82.4	17.6	1.1765	17
38-47.....	93.3	6.7	1.0667	15
48-57.....	100.0	-	1.0000	9
58-67.....	100.0	-	1.0000	6
over 67.....	-	-	-	-
Religious Affiliation				
Integrated.....	88.9	11.1	1.1111	36
Pentecostal Assemblies.....	50.0	50.0	1.5000	2
Roman Catholic.....	80.0	20.0	1.2000	20
Other.....	100.0	-	1.0000	1
Children in School				
Yes.....	87.9	12.1	1.1212	33
No.....	80.8	19.2	1.1923	26
School System				
Both.....	80.0	20.0	1.2000	10
Integrated.....	94.4	5.6	1.0556	18
Roman Catholic.....	87.5	12.5	1.1250	8

TABLE 129 continued ...

Which of the following should the two school boards share ...  
Bussing?

	YES (%)	NO (%)	MEAN RESPONSE	N
<b>Level of Education</b>				
Grade 9 or less.....	100.0	-	1.0000	8
Some High School.....	83.3	16.7	1.1667	6
Completed High School.....	75.0	25.0	1.2500	16
Some Post-Secondary.....	75.0	25.0	1.2550	8
Trade/Technical/Nursing....	87.5	12.5	1.1250	8
University Graduate.....	90.0	10.0	1.1000	10
<b>Length of Residency</b>				
less than 1 year.....	-	-	-	-
1 - 4 years.....	100.0	-	1.0000	4
5 - 10 years.....	71.4	28.6	1.2857	14
more than 10 years.....	88.1	11.9	1.1190	42
<b>Posted by Employer</b>				
Yes.....	83.3	16.7	1.1667	12
No.....	84.8	15.2	1.1522	46
<b>Considers Oneself Native</b>				
Yes.....	90.9	9.1	1.0909	11
No.....	83.7	16.3	1.1633	49

TABLE 130

## Analysis of Variance

Shared service: bussing.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	1.1692	4	0.2923	2.4805	0.0544
Within Groups	6.4808	55	0.1178		
Total	7.6500	59			
<b>Religious Affiliation</b>					
Between Groups	0.3716	3	0.1239	0.9389	0.4282
Within Groups	7.2556	55	0.1319		
Total	7.6272	58			
<b>Children in School</b>					
Between Groups	0.0735	1	0.0735	0.5547	0.4595
Within Groups	7.5536	57	0.1325		
Total	7.6271	58			
<b>School System</b>					
Between Groups	0.1361	2	0.0681	0.6568	0.5252
Within Groups	3.4194	33	0.1036		
Total	3.5555	55			

TABLE 130 continued ...

## Analysis of Variance

Shared service: bussing.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	0.4452	5	0.0890	0.6264	0.6804
Within Groups	7.1083	50	0.1422		
Total	7.5535	55			
<b>Length of Residency</b>					
Between Groups	0.3881	2	0.1940	1.5231	0.2268
Within Groups	7.2619	57	0.1274		
Total	7.6500	59			
<b>Posted by Employer</b>					
Between Groups	0.0020	1	0.0020	0.0147	0.9038
Within Groups	7.6014	56	0.1357		
Total	7.6034	57			
<b>Considers Oneself Native</b>					
Between Groups	0.0470	1	0.0470	0.3588	0.5515
Within Groups	7.6030	58	0.1311		
Total	7.6500	59			

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TABLE 131

Which of the following should the two school boards share ...  
Specialist Personnel?

	YES (%)	NO (%)	MEAN RESPONSE	N
<b>Total Sample.....</b>	85.7	14.3	1.143	63
<b>Age</b>				
18-27.....	84.6	15.4	1.1538	13
28-37.....	88.2	11.8	1.1176	17
38-47.....	81.3	18.8	1.1875	16
48-57.....	92.3	7.7	1.0769	13
58-67.....	75.0	25.0	1.2500	4
over 67.....	-	-	-	-
<b>Religious Affiliation</b>				
Integrated.....	85.7	14.3	1.1429	35
Pentecostal Assemblies.....	66.7	33.3	1.3333	3
Roman Catholic.....	91.3	8.7	1.0870	23
Other.....	100.0	-	1.0000	1
<b>Children in School</b>				
Yes.....	83.3	16.7	1.1667	36
No.....	88.5	11.5	1.1154	26
<b>School System</b>				
Both.....	75.0	25.0	1.2500	12
Integrated.....	88.2	11.8	1.1176	17
Roman Catholic.....	88.9	11.1	1.1111	9

TABLE 131 continued ...

Which of the following should the two school boards share ...  
Specialist Personnel?

	YES (%)	NO (%)	MEAN RESPONSE	N
<b>Level of Education</b>				
Grade 9 or less.....	71.4	28.6	1.2857	7
Some High School.....	80.0	20.0	1.2000	5
Completed High School.....	82.4	17.6	1.1765	17
Some Post-Secondary.....	77.8	22.2	1.2222	9
Trade/Technical/Nursing....	100.0	-	1.0000	10
University Graduate.....	100.0	-	1.0000	11
<b>Length of Residency</b>				
less than 1 year.....	-	-	-	-
1 - 4 years.....	60.0	40.0	1.4000	5
5 - 10 years.....	86.7	13.3	1.1333	15
more than 10 years.....	88.4	11.6	1.1163	43
<b>Posted by Employer</b>				
Yes.....	85.7	14.3	1.1429	14
No.....	87.2	12.8	1.1277	47
<b>Considers Oneself Native</b>				
Yes.....	100.0	-	1.0000	10
No.....	83.0	17.0	1.1698	53



statistically significant differences between the mean responses within any of the independent variables. The analysis of variance is presented in Table 132 for all variables.

#### Equipment and Facilities

Ninety-eight point two percent of the respondents agreed with the sharing of "equipment and facilities", only 1.8% said "no". The complete findings for this question are presented in Table 133.

The analysis of variance indicated that the mean responses within the "religious affiliation" variable differed significantly and the Scheffé test identified that the difference occurred between the Pentecostal Assemblies respondents and all the other respondents. Even though it is statistically significant, one has to be careful in drawing any conclusions here since there were only two Pentecostal Assemblies respondents and one said "no" to this question while the second Pentecostal Assemblies respondent and all other respondents said "yes". The analysis of variance is presented in Table 134 for all variables.

#### Purchasing of Materials and Supplies

Sixty-two point one percent of the respondents to

TABLE 132

## Analysis of Variance

Shared service: Specialist Personnel.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	0.1467	4	0.2811	0.2811	0.8891
Within Groups	7.5676	58	0.1305		
Total	7.7143	62			
<b>Religious Affiliation</b>					
Between Groups	0.1893	3	0.0631	0.5398	0.6569
Within Groups	6.7785	58	0.1169		
Total	6.9678	61			
<b>Children in School</b>					
Between Groups	0.0397	1	0.0397	0.3112	0.5790
Within Groups	7.6538	60	0.1276		
Total	7.6935	61			
<b>School System</b>					
Between Groups	0.1490	2	0.0745	0.5319	0.5922
Within Groups	4.9036	35	0.1401		
Total	5.0526	37			

TABLE 132 continued ...

## Analysis of Variance

Shared service: Specialist Personnel.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	0.6605	5	0.1321	1.1194	0.3614
Within Groups	6.2547	53	0.1180		
Total	6.9152	58			
<b>Length of Residency</b>					
Between Groups	0.3623	2	0.1812	1.4786	0.2361
Within Groups	7.3519	60	0.1225		
Total	7.7142	62			
<b>Posted by Employer</b>					
Between Groups	0.0025	1	0.0025	0.0212	0.8849
Within Groups	6.9483	59	0.1178		
Total	6.9508	60			
<b>Considers Oneself Native</b>					
Between Groups	0.2426	1	0.2426	1.9805	0.1644
Within Groups	7.4717	61	0.1225		
Total	7.7143	62			

TABLE 133

Which of the following should the two school boards share ...  
Equipment and Facilities?

	YES (%)	NO (%)	MEAN RESPONSE	N
<b>Total Sample</b> .....	98.2	1.8	1.018	57
<b>Age</b>				
18-27.....	100.0	-	1.0000	12
28-37.....	100.0	-	1.0000	17
38-47.....	92.9	7.1	1.0714	14
48-57.....	100.0	-	1.0000	8
58-67.....	100.0	-	1.0000	5
over 67.....	-	-	-	-
<b>Religious Affiliation*</b>				
Integrated.....	100.0	-	1.0000	34
Pentecostal Assemblies.....	50.0	50.0	1.5000	2
Roman Catholic.....	100.0	-	1.0000	18
Other.....	100.0	-	1.0000	1
<b>Children in School</b>				
Yes.....	96.9	3.1	1.0313	32
No.....	100.0	-	1.0000	23
<b>School System</b>				
Both.....	90.0	10.0	1.1000	10
Integrated.....	100.0	-	1.0000	18
Roman Catholic.....	100.0	-	1.0000	7

TABLE 133 continued ...

Which of the following should the two school boards share ...  
Equipment and Facilities?

	YES (%)	NO (%)	MEAN RESPONSE	N
<b>Level of Education</b>				
Grade 9 or less.....	100.0	-	1.0000	5
Some High School.....	83.3	16.7	1.1667	6
Completed High School.....	100.0	-	1.0000	16
Some Post-Secondary.....	100.0	-	1.0000	8
Trade/Technical/Nursing....	100.0	-	1.0000	8
University Graduate.....	100.0	-	1.0000	10
<b>Length of Residency</b>				
less than 1 year.....	-	-	-	-
1 - 4 years.....	100.0	-	1.0000	4
5 - 10 years.....	92.9	7.1	1.0714	14
more than 10 years.....	100.0	-	1.0000	38
<b>Posted by Employer</b>				
Yes.....	100.0	-	1.0000	10
No.....	97.8	2.2	1.0217	46
<b>Considers Oneself Native</b>				
Yes.....	100.0	-	1.0000	10
No.....	97.9	2.1	1.0213	47

"\*" means that the mean responses differ significantly.

TABLE 134

## Analysis of Variance

Shared service: equipment and facilities.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
Age					
Between Groups	0.0536	4	0.0134	0.7356	0.5720
Within Groups	0.9286	51	0.0182		
Total	0.9822	55			
Religious Affiliation					
Between Groups	0.4818	3	0.1606	16.3818	0.0000****
Within Groups	0.5000	51	0.0098		
Total	0.9818	54			
Children in School					
Between Groups	0.0131	1	0.0131	0.7150	0.4016
Within Groups	0.9688	53	0.0183		
Total	0.9819	54			
School System					
Between Groups	0.0714	2	0.0357	1.2698	0.2946
Within Groups	0.9000	32	0.0281		
Total	0.9714	34			

TABLE 134 continued ...

## Analysis of Variance

Shared service: equipment and facilities.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	0.1478	5	0.0296	1.6672	0.1611
Within Groups	0.8333	47	0.0177		
Total	0.9811	52			
<b>Length of Residency</b>					
Between Groups	0.0536	2	0.0268	1.5288	0.2262
Within Groups	0.9286	53	0.0175		
Total	0.9822	55			
<b>Posted by Employer</b>					
Between Groups	0.0039	1	0.0039	0.2143	0.2143
Within Groups	0.9783	54	0.0181		
Total	0.9822	55			
<b>Considers Oneself Native</b>					
Between Groups	0.0037	1	0.0037	0.2098	0.6488
Within Groups	0.9787	55	0.0178		
Total	0.9824	56			

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\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

this question said "yes" to share in the "purchasing of materials and supplies"; 37.9% said "no". The complete findings for this question are presented in Table 135.

The analysis of variance indicated that the mean responses within the "school system" variable differed significantly and the Scheffé test identified that the difference occurred between those respondents who have children in both school systems and those with children in only the Integrated school system. Eighty-eight point two percent of the respondents with children in the Integrated system said "yes" compared to 33.3% of those who have children in both systems. The analysis of variance is presented in Table 136 for all variables.

#### Boards Responsible for Different Grades

Thirty-seven point one percent said "yes" to "one of the school boards operate K-6 schools, and the second board operate 7-12 schools". Sixty-two point nine percent said "no" to this aspect of sharing. The complete findings for this question are presented in Table 137.

The analysis of variance indicated that the mean responses between the posted and non-posted respondents differed significantly. Seventy-five percent of the



TABLE 135

Which of the following should the two school boards share ...  
purchasing of materials and supplies?

	YES (%)	NO (%)	MEAN RESPONSE	N
Total Sample.....	62.1	37.9	1.379	58
Age				
18-27.....	53.8	46.2	1.4615	13
28-37.....	58.8	41.2	1.4118	17
38-47.....	60.0	40.0	1.4000	15
48-57.....	75.0	25.0	1.2500	8
58-67.....	80.0	20.0	1.2000	5
over 67.....	-	-	-	-
Religious Affiliation				
Integrated.....	66.7	33.3	1.3333	33
Pentecostal Assemblies.....	50.0	50.0	1.5000	2
Roman Catholic.....	52.4	47.6	1.4762	21
Other.....	100.0	-	1.0000	1
Children in School				
Yes.....	66.7	33.3	1.3333	33
No.....	58.3	41.7	1.4167	24
School System*				
Both.....	33.3	66.7	1.6667	9
Integrated.....	88.2	11.8	1.1176	17
Roman Catholic.....	55.6	44.4	1.4444	9

TABLE 135 continued ...

Which of the following should the two school boards share ...  
purchasing of materials and supplies?

	YES (%)	NO (%)	MEAN RESPONSE	N
<b>Level of Education</b>				
Grade 9 or less.....	71.4	28.6	1.2857	7
Some High School.....	80.0	20.0	1.2000	5
Completed High School.....	73.3	26.7	1.2667	15
Some Post-Secondary.....	50.0	50.0	1.5000	8
Trade/Technical/Nursing....	55.6	44.4	1.4444	9
University Graduate.....	40.0	60.0	1.6000	10
<b>Length of Residency</b>				
less than 1 year.....	-	-	-	-
1 - 4 years.....	75.0	25.0	1.2500	4
5 - 10 years.....	57.1	42.9	1.4286	14
more than 10 years.....	62.5	37.5	1.3750	40
<b>Posted by Employer</b>				
Yes.....	66.7	33.3	1.3333	12
No.....	63.6	36.4	1.3635	44
<b>Considers Oneself Native</b>				
Yes.....	66.7	33.3	1.3333	9
No.....	61.2	38.8	1.3878	49

"\*\*" means that the mean responses differ significantly.

TABLE 136

## Analysis of Variance

Shared service: purchasing of materials and supplies.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
Age					
Between Groups	0.4068	4	0.1017	0.4068	0.8029
Within Groups	13.2484	53	0.2500		
Total	13.6552	57			
Religious Affiliation					
Between Groups	0.4373	3	0.1458	0.5911	0.6236
Within Groups	13.0714	53	0.2466		
Total	13.5087	56			
Children in School					
Between Groups	0.0965	1	0.0965	0.4031	0.5281
Within Groups	13.1667	55	0.2394		
Total	13.2632	56			
School System					
Between Groups	1.8988	2	0.9494	5.0745	0.0122*
Within Groups	5.9869	32	0.1871		
Total	7.8857	34			

TABLE 136 continued ...

## Analysis of Variance

Shared service: purchasing of materials and supplies.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	1.0492	5	0.2098	0.8547	0.5183
Within Groups	11.7841	48	0.2455		
Total	12.8333	53			
<b>Length of Residency</b>					
Between Groups	0.1016	2	0.0508	0.2061	0.8143
Within Groups	13.5536	55	0.2464		
Total	13.6552	57			
<b>Posted by Employer</b>					
Between Groups	0.0087	1	0.0087	0.0364	0.8494
Within Groups	12.8485	54	0.2379		
Total	12.8572	55			
<b>Considers Oneself Native</b>					
Between Groups	0.0225	1	0.0225	0.0925	0.7621
Within Groups	13.6327	56	0.2434		
Total	13.6552	57			

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\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

TABLE 137

Which of the following should the two school boards share ...  
 one of the school boards operate K-6 schools,  
 and the second board operate 7-12 schools?

	YES (%)	NO (%)	MEAN RESPONSE	N
Total Sample.....	37.1	62.9	1.629	62
Age				
18-27.....	53.8	46.2	1.4615	13
28-37.....	31.6	68.4	1.6842	19
38-47.....	42.9	57.1	1.5714	14
48-57.....	30.0	70.0	1.7000	10
58-67.....	16.7	83.3	1.8333	6
over 67.....	-	-	-	-
Religious Affiliation				
Integrated.....	28.6	71.4	1.7143	35
Pentecostal Assemblies.....	66.7	33.3	1.3333	3
Roman Catholic.....	38.1	61.9	1.6190	21
Other.....	100.0	-	1.0000	1
Children in School				
Yes.....	36.4	63.6	1.6364	33
No.....	37.0	63.0	1.6296	27
School System				
Both.....	27.3	72.7	1.7273	11
Integrated.....	47.4	52.6	1.5263	19
Roman Catholic.....	28.6	71.4	1.7143	7

TABLE 137 continued ...

Which of the following should the two school boards share ...  
 one of the school boards operate K-6 schools,  
 and the second board operate 7-12 schools?

	YES (%)	NO (%)	MEAN RESPONSE	N
<b>Level of Education</b>				
Grade 9 or less.....	62.5	37.5	1.3750	8
Some High School.....	40.0	60.0	1.6000	5
Completed High School.....	38.9	61.1	1.6111	18
Some Post-Secondary.....	50.0	50.0	1.5000	8
Trade/Technical/Nursing....	33.3	66.7	1.6667	9
University Graduate.....	10.0	90.0	1.9000	10
<b>Length of Residency</b>				
less than 1 year.....	-	-	-	-
1 - 4 years.....	25.0	75.0	1.7500	4
5 - 10 years.....	35.7	64.3	1.6429	14
more than 10 years.....	38.6	61.4	1.6136	44
<b>Posted by Employer*</b>				
Yes.....	75.0	25.0	1.2500	12
No.....	25.5	74.5	1.7447	47
<b>Considers Oneself Native</b>				
Yes.....	45.5	54.5	1.5455	11
No.....	35.3	64.7	1.6471	51

"\*\*" means that the mean responses differ significantly.

posted respondents said "yes" to only 25.5% of the non-posted respondents. The analysis of variance is presented in Table 138 for all variables.

#### Accommodation of NATO Students

The subjects of this study were asked, "if the community expands as a result of a NATO base being established in the area, then ..." and two choices were given. Eighty-two point one percent of the total sample said "that the present school system should be expanded to satisfy the needs of children of NATO personnel." Seventeen point nine percent said "a separate school should be constructed for children of NATO personnel." The complete findings for this question are presented in Table 139.

The analysis of variance indicated that the mean responses differed significantly within the "level of education" variable. The Scheffé test identified that there were significant differences between the group with some high school education and the groups: those with university graduation; those with high school graduation; and those with trade, technical, or nursing training. Those with some high school education did not give so strong a support to expanding the present school system as the other three groups. The analysis

TABLE 138

## Analysis of Variance

Shared service: one of the school boards operate K-6 schools, and the second operate 7-12 schools.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
Age					
Between Groups	0.7698	4	0.1925	0.8008	0.5297
Within Groups	13.6979	57	0.2403		
Total	14.4677	61			
Religious Affiliation					
Between Groups	0.8881	3	0.2960	1.2990	0.2838
Within Groups	12.7619	56	0.2279		
Total	13.6500	59			
Children in School					
Between Groups	0.0007	1	0.0007	0.0028	0.9580
Within Groups	13.9327	58	0.2402		
Total	13.9334	59			
School System					
Between Groups	0.3555	2	0.1777	0.7240	0.4922
Within Groups	8.3472	34	0.2455		
Total	8.7027	36			



TABLE 138 continued ...

## Analysis of Variance

Shared service: one of the school boards operate K-6 schools, and the second operate 7-12 schools.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	1.4024	5	0.2805	1.1903	0.3267
Within Groups	12.2528	52	0.2356		
Total	13.6552	57			
<b>Length of Residency</b>					
Between Groups	0.0716	2	0.0358	0.1468	0.8638
Within Groups	14.3961	59	0.2440		
Total	14.4677	61			
<b>Posted by Employer</b>					
Between Groups	2.3393	1	2.3393	11.9198	0.0011**
Within Groups	11.1862	57	0.1962		
Total	13.5255	58			
<b>Considers Oneself Native</b>					
Between Groups	0.0934	1	0.0934	0.3899	0.5347
Within Groups	14.3743	60	0.2396		
Total	414.4677	61			

\*p < .05, \*\*p < .01, \*\*\*p < .001, \*\*\*\*p < .0001

TABLE 139

If the community expands as a result of a NATO Base being  
established in the area, then ...

	EXPAND THE PRESENT SCHOOL SYSTEM FOR ALL CHILDREN (%)	ESTABLISH A SEPARATE SCHOOL FOR NATO CHILDREN (%)	MEAN RESPONSE	N
Total Sample.....	82.1	17.9	1.179	351
Age				
18-27.....	80.3	19.7	1.1974	76
28-37.....	84.5	15.5	1.1545	110
38-47.....	80.5	19.5	1.1951	82
48-57.....	85.7	14.3	1.1429	56
58-67.....	71.4	28.6	1.2857	21
over 67.....	100.0	-	1.0000	3
Religious Affiliation				
Integrated.....	82.1	17.9	1.1787	207
Pentecostal Assemblies....	73.3	26.7	1.2667	30
Roman Catholic.....	85.9	14.1	1.1414	99
Other.....	87.5	12.5	1.1250	8
Children in School				
Yes.....	81.6	18.2	1.1823	203
No.....	83.2	16.8	1.1678	143
School System				
Both.....	90.3	9.7	1.0968	31
Integrated.....	82.0	18.0	1.1802	111
Roman Catholic.....	79.0	21.0	1.2097	62

TABLE 139 continued ...

If the community expands as a result of a NATO Base being  
established in the area, then ...

	EXPAND THE PRESENT SCHOOL SYSTEM FOR ALL CHILDREN (%)	ESTABLISH A SEPARATE SCHOOL FOR NATO CHILDREN (%)	MEAN RESPONSE	N
<b>Level of Education*</b>				
Grade 9 or less.....	71.9	28.1	1.2813	64
Some High School.....	63.3	36.7	1.3673	49
Completed High School....	89.2	10.8	1.1077	65
Some Post-Secondary.....	85.0	15.0	1.1500	40
Trade/Technical/Nursing...	87.5	12.1	1.1212	66
University Graduate.....	92.7	7.3	1.0732	41
<b>Length of Residency</b>				
less than 1 year.....	100.0	-	1.0000	9
1 - 4 years.....	83.8	16.2	1.1622	37
5 - 10 years.....	74.4	25.6	2.2564	39
more than 10 years.....	82.8	17.2	1.1718	262
<b>Posted by Employer</b>				
Yes.....	89.2	10.8	1.1081	74
No.....	80.5	19.5	1.1947	262
<b>Considers Oneself Native</b>				
Yes.....	77.4	22.6	1.2262	84
No.....	84.4	15.6	1.1556	257

\*\*\* means that the mean responses differ significantly.

of variance is presented in Table 140 for all variables.

#### Future Public Participation

##### School Board Member

Twenty-two point seven percent of the respondents in this sample would be "willing to be a member of the school board". Forty-eight point three percent said "no" and 29.0% said "unsure". The complete findings for this question are presented in Table 141.

The analysis of variance indicated that there were significant differences between the mean responses within three variables: "religious affiliation", "level of education", and "posted by employer". The analysis of variance is presented in Table 142 for all variables.

The Scheffé test identified that the mean responses between the group whose religious affiliation was other than Integrated, Pentecostal Assemblies, and Roman Catholic, differed significantly from the mean responses of the Pentecostal Assemblies and Integrated respondents. Members of the Other group were more willing to be members of a school board than the remaining religious affiliated groups.

The Scheffé test could not find any statistically significant differences between the mean responses of the groups within the "level of education" variable.

TABLE 140

## Analysis of Variance

Expand the present school system for all children, or establish a separate school for children of NATO personnel.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
Age					
Between Groups	0.5209	5	0.1042	0.7065	0.6189
Within Groups	50.4331	342	0.1475		
Total	50.9540	347			
Religious Affiliation					
Between Groups	0.3865	3	0.1288	0.8913	0.4458
Within Groups	49.1483	340	0.1446		
Total	49.5348	343			
Children in School					
Between Groups	0.0175	1	0.0175	0.1197	0.7296
Within Groups	50.2282	344	0.1460		
Total	50.2457	345			
School System					
Between Groups	0.2668	2	0.1334	0.9126	0.4031
Within Groups	29.3803	201	0.1462		
Total	29.6471	203			

TABLE 140 continued ...

## Analysis of Variance

Expand the present school system for all children, or establish a separate school for children of NATO personnel.

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	3.4409	5	0.6882	4.8267	0.0003***
Within Groups	45.4822	319	0.1426		
Total	48.9231	324			
<b>Length of Residency</b>					
Between Groups	0.5427	3	0.1809	1.2477	0.2923
Within Groups	49.7339	343	0.1450		
Total	450.2766	346			
<b>Posted by Employer</b>					
Between Groups	0.4322	1	0.4322	2.9946	0.0845
Within Groups	48.2077	334	0.1443		
Total	48.6399	335			
<b>Considers Oneself Native</b>					
Between Groups	0.3151	1	0.3151	2.2034	0.1386
Within Groups	48.4767	339	0.1430		
Total	48.7918	340			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

TABLE 141

Would you be willing to be a member of...  
the School Board?

	YES (%)	NO (%)	UNSURE (%)	MEAN RESPONSE	N
Total Sample.....	22.7	48.3	29.0	2.062	321
Age					
18-27.....	28.6	41.4	30.0	2.0143	70
28-37.....	27.3	45.5	27.3	2.0000	99
38-47.....	20.0	50.7	29.3	2.0933	75
48-57.....	18.9	52.8	28.3	2.0943	53
58-67.....	5.0	60.0	35.0	2.3000	20
over 67.....	-	100.0	-	2.0000	2
Religious Affiliation*					
Integrated.....	19.0	49.2	31.8	2.1282	195
Pentecostal Assemblies....	15.4	57.7	26.9	2.1154	26
Roman Catholic.....	27.9	48.8	23.3	1.9535	86
Other.....	77.8	11.1	11.1	1.3333	9
Children in School					
Yes.....	23.0	47.1	29.9	2.0695	187
No.....	22.9	49.6	27.5	2.0458	131
School System					
Both.....	23.3	56.7	20.0	1.9667	30
Integrated.....	17.1	52.4	30.5	2.1333	105
Roman Catholic.....	32.1	35.8	32.1	2.0000	53

TABLE 141 continued ...

Would you be willing to be a member of...  
the School Board?

	YES (%)	NO (%)	UNSURE (%)	MEAN RESPONSE	N
<b>Level of Education*</b>					
Grade 9 or less.....	5.0	66.7	28.3	2.2333	60
Some High School.....	12.0	48.0	40.0	2.2800	50
Completed High School.....	25.0	53.3	21.7	1.9667	60
Some Post-Secondary.....	33.3	45.5	21.2	1.8788	33
Trade/Technical/Nursing...	29.6	37.0	33.3	2.0370	54
University Graduate.....	38.5	33.3	28.2	1.8974	39
<b>Length of Residency</b>					
less than 1 year.....	37.5	37.5	25.0	1.8750	8
1 - 4 years.....	35.3	38.2	26.5	1.9118	34
5 - 10 years.....	23.7	44.7	31.6	2.0789	38
more than 10 years.....	20.6	50.4	29.0	2.0840	238
<b>Posted by Employer*</b>					
Yes.....	29.9	53.7	16.4	1.8657	67
No.....	21.2	46.5	32.4	2.1120	241
<b>Considers Oneself Native</b>					
Yes.....	23.5	46.9	29.6	2.0617	81
No.....	22.7	47.6	29.6	2.0687	233

"" means that the mean responses differ significantly.



TABLE 142  
Analysis of Variance

Future member of the School Board?

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	1.8077	5	0.3615	0.6983	0.6251
Within Groups	162.0607	313	0.5178		
Total	163.8684	318			
<b>Religious Affiliation</b>					
Between Groups	6.7120	3	2.2373	4.5251	0.0040**
Within Groups	154.2627	312	0.4944		
Total	160.9747	315			
<b>Children in School</b>					
Between Groups	0.0433	1	0.0433	0.0836	0.7727
Within Groups	163.8214	316	0.5184		
Total	163.8647	317			
<b>School System</b>					
Between Groups	1.0011	2	0.5005	0.9737	0.3796
Within Groups	95.1000	185	0.5141		
Total	96.1011	187			

TABLE 142 continued ...

## Analysis of Variance

Future member of the School Board?

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	6.8712	5	1.3742	2.7718	0.0183*
Within Groups	143.7775	290	0.4958		
Total	150.6487	295			
<b>Length of Residency</b>					
Between Groups	1.1720	3	0.3907	0.7540	0.5207
Within Groups	162.6928	314	0.5181		
Total	163.8648	317			
<b>Posted by Employer</b>					
Between Groups	3.1819	1	3.1819	6.2508	0.0129*
Within Groups	155.7661	306	0.5090		
Total	158.9480	307			
<b>Considers Oneself Native</b>					
Between Groups	0.0029	1	0.0029	0.0055	0.9408
Within Groups	163.5926	312	1.5083		
Total	163.5955	313			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , \*\*\*\*  $p < .0001$

Respondents who have been posted into Happy Valley-Goose Bay by their employer would be more willing to be members of a school board than non-posted respondents. Twenty-nine point nine percent of the posted respondents said "yes" compared to 21.2% of non-posted respondents.

Member of a Parent Teachers' Association

Thirty-three point five percent of the respondents were "willing to be members of a Parent Teachers' Association", 36.0% said "no", and 30.4% said they were "unsure". The complete findings for this question are presented in Table 143.

The analysis of variance indicated that there were significant differences between the mean responses within the "level of education" variable. The Scheffé test identified a number of significant differences. The mean response of those with a grade nine education or less differed significantly with: those with university graduation; those with some post secondary education; and those with trade, technical, or nursing training. As well, the mean response of those with some high school education differed significantly from those with university graduation. As the level of education increased, so did the respondent's

TABLE 143

Would you be willing to be a member of...  
a Parent Teachers Association?

	YES (%)	NO (%)	UNSURE (%)	MEAN RESPONSE	N
Total Sample.....	33.5	36.0	30.4	1.969	322
Age					
18-27.....	35.2	31.0	33.8	1.9859	71
28-37.....	45.0	30.0	25.0	1.8000	100
38-47.....	29.5	35.9	34.6	2.0513	78
48-57.....	27.1	50.0	22.9	1.9583	48
58-67.....	10.5	52.6	36.8	2.2632	19
over 67.....	-	66.7	33.3	2.3333	3
Religious Affiliation					
Integrated.....	33.0	36.0	31.0	1.9797	197
Pentecostal Assemblies....	25.9	40.7	33.3	2.0741	27
Roman Catholic.....	35.3	38.8	25.9	1.9059	85
Other.....	75.0	12.5	12.5	1.3750	8
Children in School					
Yes.....	33.5	33.0	33.5	2.0000	185
No.....	34.8	40.9	24.2	1.8939	132
School System					
Both.....	32.1	42.9	25.0	1.9286	28
Integrated.....	29.2	37.7	33.0	2.0377	106
Roman Catholic.....	43.4	20.8	35.8	1.9245	53

TABLE 143 continued ...

Would you be willing to be a member of...  
a Parent Teachers Association?

	YES (%)	NO (%)	UNSURE (%)	MEAN RESPONSE	N
<b>Level of Education*</b>					
Grade 9 or less.....	9.7	50.0	40.3	2.3065	62
Some High School.....	17.8	40.0	42.2	2.2444	45
Completed High School.....	31.6	47.4	21.1	1.8947	57
Some Post-Secondary.....	48.6	28.6	22.9	1.7429	35
Trade/Technical/Nursing...	48.3	20.7	31.0	1.8276	58
University Graduate.....	57.5	22.5	20.0	1.6250	40
<b>Length of Residency</b>					
less than 1 year.....	62.5	25.0	12.5	1.5000	8
1 - 4 years.....	38.9	30.6	30.6	1.9167	36
5 - 10 years.....	52.6	18.4	28.9	1.7632	38
more than 10 years.....	29.2	40.7	30.1	2.0085	236
<b>Posted by Employer</b>					
Yes.....	37.9	42.4	19.7	1.8182	66
No.....	33.7	34.6	31.7	1.9794	243
<b>Considers Oneself Native</b>					
Yes.....	29.5	42.3	28.2	1.9872	78
No.....	35.7	34.0	30.2	1.9447	235

\*\*\* means that the mean responses differ significantly.

willingness to be a member of a Parent Teachers' Association.

The analysis of variance is presented in Table 144 for all variables.

#### Local School Committee

In response to the last section in the last question on the questionnaire, 32.4% stated "yes" they would be "willing to be a member of a local school committee" and 35.2% stated "no". Thirty-two point four percent stated "unsure". The complete findings for this question are presented in Table 145.

The analysis of variance indicated that there were significant differences between the mean responses within the variables, "religious affiliation" and "level of education". The analysis of variance is presented in Table 146 for all variables.

The Scheffé test did not identify any statistically significant differences between the mean responses within the "religious affiliation" variable. In the "level of education" variable, a number of significant differences were identified. The mean responses of two groups, those with some high school education and those with a grade nine education or less, differed significantly from the groups: those

TABLE 144

## Analysis of Variance

Future member of a Parent Teachers Association?

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	5.4219	5	1.0844	1.7225	0.1290
Within Groups	197.0483	313	0.6295		
Total	222.4702	318			
<b>Religious Affiliation</b>					
Between Groups	3.3975	3	1.1325	1.8003	0.1470
Within Groups	196.8927	313	0.6291		
Total	200.2902	316			
<b>Children in School</b>					
Between Groups	0.8666	1	0.8666	1.3613	0.2442
Within Groups	200.5152	315	0.6366		
Total	201.3818	316			
<b>School System</b>					
Between Groups	0.5743	2	0.2871	0.4281	0.6524
Within Groups	123.4043	184	0.6707		
Total	123.9786	186			

TABLE 144 continued ...

## Analysis of Variance

Future member of a Parent Teachers Association?

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	18.4698	5	3.6940	6.2791	0.0000****
Within Groups	171.1935	291	0.5883		
Total	189.6633	296			
<b>Length of Residency</b>					
Between Groups	3.7822	3	1.2607	2.0034	0.1134
Within Groups	197.6015	314	0.6293		
Total	201.3837	317			
<b>Posted by Employer</b>					
Between Groups	1.3494	1	1.3494	2.1276	0.1457
Within Groups	194.7153	307	0.6343		
Total	196.0647	308			
<b>Considers Oneself Native</b>					
Between Groups	0.1058	1	0.1058	0.1651	0.6848
Within Groups	199.2680	311	0.6407		
Total	199.3738	312			

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\* p < .05, \*\* p < .01, \*\*\* p < .001, \*\*\*\* p < .0001



TABLE 145

Would you be willing to be a member of...  
a Local School Committee?

	YES (%)	NO (%)	UNSURE (%)	MEAN RESPONSE	N
Total Sample.....	32.4	35.2	32.4	2.000	315
Age					
18-27.....	29.2	33.8	36.9	2.0769	65
28-37.....	37.4	32.3	30.3	1.9293	99
38-47.....	36.5	31.1	32.4	1.9595	74
48-57.....	32.1	43.4	24.5	1.9245	53
58-67.....	10.0	45.0	45.0	2.3500	20
over 67.....	-	100.0	-	2.0000	2
Religious Affiliation*					
Integrated.....	28.1	36.5	35.4	2.0729	192
Pentecostal Assemblies....	21.4	42.9	35.7	2.1429	28
Roman Catholic.....	42.2	33.7	24.1	1.8193	83
Other.....	75.0	12.5	12.5	1.3750	8
Children in School					
Yes.....	35.7	31.9	32.4	1.9676	185
No.....	28.3	40.2	31.5	2.0315	127
School System					
Both.....	35.5	32.3	32.3	1.9677	31
Integrated.....	30.5	40.0	29.5	1.9905	105
Roman Catholic.....	46.0	18.0	36.0	1.9000	50

TABLE 145 continued ...

Would you be willing to be a member of...  
a Local School Committee?

	YES (%)	NO (%)	UNSURE (%)	MEAN RESPONSE	N
<b>Level of Education*</b>					
Grade 9 or less.....	6.8	55.9	37.3	2.3051	59
Some High School.....	13.0	41.3	45.7	2.3261	46
Completed High School.....	28.8	37.3	33.9	2.0508	59
Some Post-Secondary.....	54.8	29.0	16.1	1.6129	31
Trade/Technical/Nursing...	48.3	22.4	29.3	1.8103	58
University Graduate.....	52.6	18.4	28.9	1.7632	38
<b>Length of Residency</b>					
less than 1 year.....	44.4	22.2	33.3	1.8889	9
1 - 4 years.....	44.1	29.4	26.5	1.8235	34
5 - 10 years.....	45.7	28.6	25.7	1.8000	35
more than 10 years.....	28.2	38.0	33.8	2.0556	234
<b>Posted by Employer</b>					
Yes.....	35.8	40.3	23.9	1.8806	67
No.....	31.6	34.6	33.8	2.0214	234
<b>Considers Oneself Native</b>					
Yes.....	32.5	37.7	29.9	1.9740	77
No.....	31.9	34.1	34.1	2.0218	229

\*\*\* means that the mean responses differ significantly.

TABLE 146

## Analysis of Variance

Future member of a Local School Committee?

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Age</b>					
Between Groups	3.7403	5	0.7481	1.1584	0.3296
Within Groups	198.2469	307	0.6458		
Total	201.9872	312			
<b>Religious Affiliation</b>					
Between Groups	7.4152	3	2.4717	3.9405	0.0088**
Within Groups	192.5719	307	0.6273		
Total	199.9871	310			
<b>Children in School</b>					
Between Groups	0.3078	1	0.3078	0.4731	0.4921
Within Groups	201.6794	310	0.6506		
Total	201.9872	311			
<b>School System</b>					
Between Groups	0.2783	2	0.1392	0.2046	0.8151
Within Groups	124.4582	183	0.6801		
Total	124.7365	185			

TABLE 146 continued ...

## Analysis of Variance

Future member of a Local School Committee?

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	F Probability
<b>Level of Education</b>					
Between Groups	19.3433	5	3.8687	6.5395	0.0000****
Within Groups	168.6017	285	0.5916		
Total	187.9450	290			
<b>Length of Residency</b>					
Between Groups	3.2890	3	1.0963	1.7079	0.1653
Within Groups	197.7078	308	0.6419		
Total	200.9968	311			
<b>Posted by Employer</b>					
Between Groups	1.0322	1	1.0322	1.6079	0.2058
Within Groups	191.9379	299	0.6419		
Total	192.9701	300			
<b>Considers Oneself Native</b>					
Between Groups	0.1317	1	0.1317	0.2014	0.6539
Within Groups	198.8389	304	0.6541		
Total	198.9706	305			

\* p < .05, \*\* p < .01, \*\*\* p < .001, \*\*\*\* p < .0001

with some post-secondary education; those with university graduation; and those with trade, technical or nursing training. As the level of education increased, so did the willingness to be a member of a local school committee.

### Summary

When the respondents were asked whether or not the schools should devote "more attention", "same attention", or "less attention" to ten areas stated in this study, the area, "alcohol and drug related education", received the highest percentage for "more attention". Over ten percentage points behind was "the teaching of the basics - Reading, Writing, and Mathematics". Other areas to which the respondents felt schools should pay more attention were: "computer education", "career counseling", "life skills", "sex education", "programs for the gifted and talented", and "Labrador environmental issues". There was more support for "less attention" in two areas, "Labrador History and Culture" and "native languages of Labrador".

Over three-quarters of the respondents felt that "more money was needed in the local area to provide a quality education for all students". Almost sixty

percent of the respondents agreed with local school taxation. If extra money had to be raised for education it appeared that people would not mind an increase in personal income taxes, but they would not want an increase in sales tax.

In addressing the issue of denominational education, 36.4% of the respondents would like to see only "one school board in the local area serving the needs of all students". Twenty-seven point seven percent of the respondents would like to "keep the present system as it is", while 10.5% would like to see "other denominations construct their own schools". Seventeen point two percent of the respondents favoured "increased sharing amongst school boards". This indicates that the majority of the people in Happy Valley-Goose Bay would like to see some changes made to the denominational education system now in place.

On the issue of sharing services, respondents overwhelmingly support the sharing of, "equipment and facilities", "specialist personnel", and "bussing". The "joint purchasing of materials and supplies" received support but not to the same extent as in the previous three areas. There was little support for the idea that "one of the school boards operate K-6 schools, and the second board operate 7-12 schools".

In comparison to other studies, a low percentage of people in the local area were willing to be members of either a school board, Parent Teachers' Association, or local school committee.

The analysis of variance indicated many significant differences within the 23 questions or parts of questions analysed in this chapter. A look at some of the significant differences in a few areas is required. The native and non-native respondents differed significantly in their responses to the three Labrador issues in question 10, "areas to which schools need to pay more attention". Native respondents gave much higher levels of support for "more attention" in these areas.

The mean responses to the denominational education question differed significantly in the variables: "religious affiliation", "children in school", and "school system". The Integrated respondents had more support for the one board concept than the Roman Catholic and Pentecostal respondents. Eighty percent of the Pentecostal respondents favoured either keeping the present system or allowing other denominations to construct their own schools, compared to 42.5% of the Roman Catholic respondents and 30.5% of the Integrated respondents.

In this chapter, the most significant differences, 7, occurred within the "children in school" variable. Three variables, "level of education", "posted by employer", and "considers oneself native", had 6 occurrences of significant differences. Another two variables, "school system" and "religious affiliation", had 5 occurrences of significant differences. The "length of residency" variable had 4 occurrences and the age variable had 1.



## Chapter 7

### Further Analysis of Respondents' Opinions

#### Introduction

In addition to the 73 item questionnaire, all respondents were asked for any additional comments they may have had concerning the school system in Happy Valley-Goose Bay. About one-quarter of the respondents did make additional comments and some of these comments are presented in this chapter using direct quotes. It was not possible to include everybody's responses, nor was it possible to analyze these responses statistically due to the time factor and the low number of respondents who addressed individual concerns.

The comments have been divided into six categories: curriculum, school system, teachers and teaching methods, school facilities, parental involvement in school, and the study itself.

#### Curriculum

"Offer courses only important to the majority of students... e.g. Math, English, Science, History, not wishy-washy courses [such as] Music, Art, Library..."

"Do not force Religion upon students."

"I believe more emphasis should be placed on the skills of reading and writing."

"... children should be taught about the culture of Labrador and learn more about Canadian History and less American."

"Schools should be more interesting in order to keep the students from dropping out."

"... many administrators in our system believe that because of computers we don't need the reading and writing skills anymore. They also believe the same about calculators, students won't need math skills anymore. I believe that is why students can't think for themselves anymore."

"More emphasis should be placed on career counseling."

"They [the students] must understand that high school only makes them literate; it does not prepare them for a job."

"No where in the curriculum is there anything being taught to address the needs of the business community."

"The only problem is the school should prepare you more for university or post-secondary education."

"Schools are trying to do too much, and end up doing much of it poorly. We should reduce what is offered to a more manageable level and concentrate immense effort on doing an excellent job of it."

"The educational system doesn't seem to be doing anything to identify [local industrial] opportunities ... gear school programs so that students can explore and take advantage of these developments."

"I believe greater moral emphasis should be stressed either in religious or other areas of school life as when teaching about drugs, alcohol and AIDS issues."

"There should be a sex education and alcohol/drug related education programs in our schools."

"Religious Studies should concentrate on moral dilemmas and understanding world religions."

"I'm concerned that children never learn the basics in the lower grades, especially in Math."

"The education of handicapped children needs much improvement."

"The French Immersion program should be dropped in this province completely."

"Have exercise breaks a few times a day for 1 or 2 minutes to refresh the children."

"The ability of most young people to communicate with decent English appears to be very poor."

"Make the standards of education here equal to, if not better than, other parts of Canada."

"More emphasis should be given to the Arts, Music, etc.."

"I feel that the English grammar and spelling should be given more attention."

"There should be more religion about different denominations and their importance."

"Children should get out of the classroom more, i.e. field trips".

#### School System

"I am very pleased with the school system ... and I see a lot of improvements now that I have two grandchildren in kindergarten."

"I believe schools in general should be less of a babysitter and more of a centre of learning. Thus I feel that any person within the school confines that obstructs this learning should be dealt with in an appropriate way."

"I believe the denominational system is a strong deterrent to developing a high quality system - a primitive anachronism."

"I think that we have an attitude problem, lack of respect on behalf of the students for their teachers and the system."

"The system keeps putting them ahead [social promotion] and telling them that what they don't get this year, they'll get next year. They need to know what failure means to their future lives."

"There are many improvements that could and should be made [to the schools], but I deeply feel that under the existing conditions and restrictions, the schools in the Goose Bay area are doing an exceptional job."

"There are many resources available to the various school boards in this area. I would like to know where their public relations people spend their time."

"Money is being wasted by having a denominational school system with regard to bussing, etc.."

"One thing I have noticed here [Happy Valley-Goose Bay] is the fact that religious denomination has little to do with the school attended. In many cases the proximity of the home to the school is the criteria used".

"Keep parents informed!"

"The classes should be small from grade 1 to grade 5."

"Too much fund-raising within the school."

"I charge that the school system in Happy Valley-Goose Bay has taught my children to

(a) show distain and distrust for monetary wealth.

(b) expect a 'free ride' through life through education.

(c) conclude that business people are 'crooks'.

(d) be takers rather givers.

These four observations lead me to conclude that the school system is breeding socialism."

"Pay for what you get extra - French Immersion, Music, Sports."

"Students must be made accountable for themselves."

"If school boards don't give teachers some new incentives and hold them more accountable for quality of education in our schools, then I believe all the money in the world wouldn't help."

"The idea of going from K to 12 in the same teaching atmosphere gives us more confidence in our child's future."

"The system is certainly not top quality. From the top down, it needs to be given a long hard look. Everyone involved has to share the blame for the problems that exist and, by the same token, must work together in an effort to make the system work better.

Professional ethics, discipline and any sense of direction seems to have disappeared. Parental involvement in [their] kid's education is virtually nil. Somewhere in the future, these facilities will have to be dealt with seriously for the good of everyone - but in particular, the children. They are the people who ultimately stand to lose or gain from the system. Our task is to make that system 'the best possible' given the nature of the community and the area."

"In comparison to much of rural Nfld. this area has excellent facilities and student teacher ratios."

#### Teachers and Teaching Methods

"Having one student graduate and another presently in high school, I have a deep appreciation for the teachers from grade one to twelve."

"Teachers are overly stressed out, lack patience, are high tempered, and unfair."

"I feel that there are good, dedicated teachers for the most part, but there are others who don't seem to be concerned about the future of students."

"There is a need for upgrading or re-training of some teaching personnel."

"Teachers should be required to 'set an example' in:

- (1) their dress and demeanor in the classroom.
- (2) moral standards.
- (3) good citizenship and community involvement.
- (4) Christian attitudes and perspectives."

"Having listened to a fair number of teachers from the local schools speak... I realize their spoken English is very poor."

"... I am very pleased with the accomplishments made by the schools and teachers, both during and after working hours to provide better curriculum and extracurricular activities for the students of Happy Valley-Goose Bay."

"More money must be provided for non-consumable materials in the classroom."

"All I ask is that they [the teachers] be consistent with their expectations of the children. When one teacher does not put as much stress on subjects and another teacher does, it confuses the child."

"Teachers should be permitted to retire after 20 years. Twenty years is a long time to be in the classroom. It would enable the school board to bring in younger teachers into the system. The younger teachers would bring in a new energy and hopefully bring back the professionalism that is needed in our schools today."

"An inordinate amount of time is devoted to students who are obviously not in school to learn."

"I would like to see smaller classes and more teachers."

"I believe that sciences and maths need to be taught in more lively, interesting and involving ways; too many kids get turned off them."

"Teachers are too strict."

### School Facilities

"Schools should be expanded."

"NATO employees' children should be integrated into the community by sharing same school, especially since government will be footing a large percentage of the bill for new facilities."

"There should be more facilities and equipment made available to students."

"Schools ... should be upgraded."

"With the scarcity of money available for education, I think that the high school from Grade 9 to Level III in Happy Valley-Goose Bay should be centrally located, with children from all denominations attending the same school."

"... we need new modern schools. The schools in Happy Valley-Goose Bay are out of date."

"Computer facilities need to be expanded and updated - and used at every grade level! (Part of 'curriculum')."

"The schools need to be expanded, especially as the Happy Valley-Goose Bay area expands. Whether or not NATO comes to this area, the town is experiencing an influx of people, and the school system is going to have to expand to meet the needs of the growing community. The Government of Newfoundland and Labrador must devote more funding to the schools of this province and of this area."

"School Boards definitely need more money to operate more efficiently."

"If this [better educational programs and facilities] means paying higher taxes to bring our Educational Systems up to par with other provinces to ensure a better education for students of Happy Valley-Goose Bay, it would be worth it!"

#### Parental Involvement

"Parents should know more about the schools their children attend, and the decisions which affect their children."

"The schools should use the local papers more often to inform the public about school activities such as sports and drama events."

"I realize, we, as parents, are also to blame. We need a tougher system and more joint co-operation."

### Comments Regarding the Study

"I think this questionnaire is a great idea and I hope you receive lots of ideas and suggestions."

"Thank you for this chance to express our views."

"It's been my pleasure answering your questionnaire."

"I hope your survey does some good for the students in Happy Valley-Goose Bay."

"The results of this survey should receive public attention."

"... this survey should be given to the high school students, and let them tell us where we went wrong!"

"The school boards need surveys similar to this one to upgrade the system at least once a year."

### Summary

This chapter has presented some quotes from the respondents who offered additional comments at the end of the questionnaire. No statistical analysis has been completed on these comments and there is no way of knowing if the comments accurately reflect the opinions of the people of Happy Valley-Goose Bay.

Comments were divided into six categories: curriculum, school system, teachers and teaching methods, school facilities, parental involvement in school, and reaction to the the study. As can be expected, what some like best about the schools is a thorn in the side for others. An ex mple is that some



respondents would like to see an increase in discipline while another responded that "the schools are too strict". Thus there is no way to summarize the comments in this chapter due to the diversity of the responses.

## Chapter 8

### Summary, Conclusions, and Recommendations

#### Introduction

This chapter will present a synopsis of the study. Conclusions of the study will be made by answering the research questions stated in chapter 1, and recommendations based upon these conclusions will be offered in order for the education systems in Happy Valley-Goose Bay to satisfy the public's educational demands.

#### Summary

Happy Valley-Goose Bay is a cosmopolitan community and, unlike most communities in this province, is experiencing rapid expansion and growth with a very healthy economy. In the words of a former premier,

Goose Bay has a dynamic private sector economy, ... As the major service centre for Eastern and Coastal Labrador, the community boasts a wide range of retail, wholesale, construction and service industries. Over the past year alone close to 60 new businesses have been established in the Happy Valley-Goose Bay region. (Peckford, 1988)

This increase in town expansion may soon see an increase in educational demands from the community. In an address to the NATO Tactical Fighter Centre survey team, Peckford (1988) stated,

Happy Valley-Goose Bay also boasts a comprehensive

school system that includes all the grades from kindergarten through to post-secondary services. This system will expand as required to accommodate the specific needs of children of NATO personnel. Our Department of Education would also be pleased to provide the professional and planning assistance to NATO in the development of its own international school, should such a facility be required.

These remarks set a focal point for this study.

The general public was asked how they felt about the education system in this community and whether it satisfied the educational needs of the local students, as Peckford promised it will do for the children of NATO personnel.

The major purpose of this study was to determine public attitudes toward elementary and secondary education in this community and it included a measure of the general public's satisfaction with the current system, along with perceptions concerning future issues that the system may have to address.

The questionnaire designed for this study was hand-delivered to 388 sample members, and 360 completed questionnaires were picked up. The results of each question or parts of questions were presented for the total sample. As well, it was broken down by eight independent variables: age; religious affiliation; whether the respondents had children in school, and if so, in what school system; level of education, length

of residency in the community; whether the sample member was posted into the community by their employer; and whether the sample members considered themselves native. Analysis of variance was used to indicate whether any significant differences existed between groups within the independent variables, and if the analysis of variance indicated differences then the Scheffé test was used to determine where the significant differences existed.

The findings of this study have been proven to be reliable and the amount of error in any percentage for the total sample ranged from 1% to 5%, 19 times out of 20. This study provides the two local school boards, principals and teachers, and the general public with an analysis of how the general public feels about the education system in Happy Valley-Goose Bay.

To end this section, a summary of the findings of all the questions will be provided along with a summary of where the statistically significant differences existed in the independent variables.

Almost 100% of the respondents said "very important" or "important" to the idea that "a good education is important to one's success in the future."

The second question addressed the level of importance of the educational goals stated in the

study. One hundred percent of the respondents felt that "to develop skills of reading, writing, and mathematics" was a "very important" or "important" goal for the education system to be achieving.

Other goals that received very high levels of support as being "very important" or "important" were: "to teach students to examine and use information", "to help prepare students for adult working life", "to encourage respect for law and order", "to develop respect for and understanding of other races, religions, nations and cultures", "to help students appreciate their privileges and responsibilities as members of their families", "to help students practise and understand the ideas of health and safety", "to help students overcome personal problems", and "to develop good citizenship". At least one out of every five respondents placed little or no importance on the goal "to help students learn how to make good use of their leisure time", and one out of every four respondents did not see the goal "to help students understand Christian Principles" as being important.

The third question asked the respondents "their level of satisfaction or dissatisfaction with certain aspects of administration, teaching and student life". Eleven of the thirteen aspects had combined percentages

greater than sixty percent for either "very satisfied" or "satisfied", with the highest percentage being 81.1% for "the principals' leadership". The other ten aspects were: "the information schools give parents about their children's progress", "the quality of teaching", "the quality of work teachers expect from students", "the extent to which individual schools keep the public informed about school activities", "monitoring of homework and other written work by teachers", "parental involvement in school", "the discipline in the schools", "the interest that teachers show towards the welfare of individual students", "the extent to which schools encourage all students to stay in school until they graduate", and "promotion of student self-confidence and satisfaction by teachers".

The other two aspects had combined percent ges less than fifty percent for either "very satisfied" or "satisfied". These were the two school board aspects: "the extent to which the school boards keep the public informed about school board activities", and "the abilities of school boards to deal with current problems in education".

In question four, the respondents were asked "their level of satisfaction or dissatisfaction with the quality of instruction in certain courses." Over

seventy percent of the respondents chose either "very satisfied" or "satisfied" for the following courses: "Health and Physical Education", "Mathematics", "Social Studies", "English Literature", "English Language", "Science(s)", "Religion", and "Art and Music". The highest level of dissatisfaction was with the "French" courses, 20.3% of the respondents chose either "dissatisfied" or "very dissatisfied".

Question five asked the respondents "their level of satisfaction or dissatisfaction with the quality of certain programs and services." Three of the six stated items had a combined percentage in the seventies for either "very satisfied" or "satisfied". These were "bus transportation", "extracurricular programs, and "library services". Less than sixty percent were satisfied with the "special education programs" and "guidance services", with less than one out of two respondents being either "very satisfied" or "satisfied" with the "French Immersion program". However, in the last three items, between one-quarter and one-third of the respondents said "don't know".

In the last question on the level of satisfaction or dissatisfaction, 78.4% of the respondents were either "very satisfied" or "satisfied" with "the quality of the gymnasiums". The level of satisfaction

for the other four facilities ranged from 38.1% for the "Computer Rooms" to 54.4% for the "Music Rooms". About one out of every four respondents had some level of dissatisfaction with the "Science Labs" and "Computer Rooms". Again, there was a large percentage of the respondents who chose "don't know".

In question seven the respondents were asked to "give a grade to the schools in the province and the schools in Happy Valley-Goose Bay." It was found that the grades assigned to the local schools were much higher than grades assigned to other schools in the province. Almost 55% of the respondents gave an "A" or "B" grade to the local schools, while a little over 40% gave one of these grades to the other schools in this province. In response to both questions, less than 3% gave a failing grade.

In response to questions eight and nine, almost three-quarters of the respondents felt that "today's education and schools were much improved compared to when they went to school". Sixty-one point seven percent of the respondents felt that "the re-organized high school was much improved compared to the high school program that was in place prior to re-organization." The response "don't know" was chosen by 20.7% of the respondents.



The sample members were asked in question ten if the schools should devote "more attention", "same attention", or "less attention" in certain areas. At least half the respondents felt that greater emphasis should be placed on "alcohol and drug education", "the teaching of the basics", "computer education", "career counseling", "life skills", "sex education", and "programs for the gifted and talented". Slightly less than half the respondents want the schools to devote "more attention" to "Labrador environmental issues". Within two areas, "Labrador History and Culture" and "Native languages of Labrador", the highest percentage was for the response "same attention".

Forty-one percent of the total sample think that the best feature of the local schools is "good teachers". This was followed by "good curriculum", "good extracurricular activities", and "good buildings and facilities".

Question twelve asked "do the local school boards need more money to provide a high quality education for all students in Happy Valley-Goose Bay." Over three-quarters of the respondents said "yes".

Almost sixty percent of the respondents felt that "local school taxation should be kept" with slightly more than forty percent of the respondents saying that

"the Provincial Government should pay the full cost". If additional money has to be found for educational funding, "higher sales tax" is not the answer. The response with the highest percentage was "higher income tax".

In question fifteen, the sample members were told that "Happy Valley-Goose Bay has a denominational system of education and they were asked what should be done with this system." Thirty-six point seven percent of the respondents chose "have one school board serve all the children in the local area"; 27.7% chose "keep denominational system as present"; 17.2% chose "have the two local school boards increase the sharing of schools, facilities, and services"; and 10.5% chose "give other denominations the right to have their own schools in addition to the Integrated and Roman Catholic".

If there is to be sharing amongst the school boards and schools, the respondents gave very high levels of support in the following areas: "bussing", "specialist personnel", and "equipment and facilities". A little over sixty percent of respondents support the "joint-purchasing of materials and supplies", and only 37.1% support the idea that "one school board operate K-6 schools, and the second board operate 7-12 schools."

In question seventeen, 82.1% of the respondents supported the idea that "the present school system should expand to satisfy the needs of children of NATO personnel". Only 17.9% supported "a separate school for children of NATO personnel."

In response to the final question, 22.7% were "willing to be a member of a school board", 33.5% were "willing to be a member of a Parent Teachers' Association", and 32.4% "were willing to be a member of a local school committee".

The analysis of variance indicated a number of differences between the mean responses within each of the eight independent variables. In the age variable, 14 questions had significant differences, however in 8 of these, the Scheffé could not identify where the statistically significant differences existed. When there were statistically significant differences, the 18 to 27 group were involved. Three differences were identified with the 38 to 47 group, 2 differences were identified with the 28 to 37 group, and 1 difference with the 48 to 57 group.

In the "religious affiliation variable", 29 questions had significant differences; however, in 12 of these, the Scheffé could not identify where the statistically significant differences existed. The

number of statistically significant differences between the Integrated group and other groups were 9 with the Pentecostal Assemblies group; 6 with the Roman Catholic group; and 1 with the Other group. There were 4 differences identified between the Pentecostal Assemblies group and the Other group, and 2 differences between the Pentecostal and Roman Catholic groups.

Those with children in school had 37 statistically significant differences in the mean responses with those without children in school.

Eleven significant differences were indicated in the "school system" variable; however, the Scheffé test could not identify where the statistically significant differences existed within 2 questions. There were 4 differences between the Integrated and Both Systems, and 4 between the Integrated and Roman Catholic systems. Two differences existed between the Roman Catholic and Both systems.

Twenty-six out of the 73 questions had significant differences within the "level of education" variable. In all but one case, the statistically significant differences involved the group with a grade nine education or less. This was between those with some high school education and those with university graduation. Those with a grade nine education or less

had 9 differences with those having trade, technical or nursing training; 5 differences with those who having some post-secondary education; and 4 with those having university graduation.

The analysis of variance indicated significant differences within 9 questions for the "length of residency variable"; however, in 2 questions, the Scheffé test could not identify where the differences existed. In the remaining 9 questions, the mean response of those living in the area between one and four years significantly differed with those who lived in the area more than ten years.

Of the 73 questions, those respondents posted into the area statistically differed in their mean responses with those respondents not posted in the area 25 times.

In the final independent variable, "considers oneself native", there were 13 statistically significant differences between the mean responses of the native and non-native respondents.

### Conclusions

Each of the research questions will be presented and the conclusions will be made on the findings from the appropriate question on the questionnaire.

Research Question #1

"Does the general public in Happy Valley-Goose Bay perceive a good education as being important to one's success in the future"?

Conclusions:

(1) The people of Happy Valley-Goose Bay feel that a good education is important to one's success in the future.

Research Question #2

"What level of importance does the general public in Happy Valley-Goose Bay assign to the goals of education as stated in this study?"

Conclusions:

(1) The people of Happy Valley-Goose Bay feel that the most important goal for schools to address is "to develop skills of reading, writing, and mathematics."

(2) The people of Happy Valley-Goose Bay assigned a very high level of importance to all of the stated goals except:

(a) "to help students learn how to make good use of their leisure time."

(b) "to help students understand Christian Principles."

Research Question #3(a)

"What is the general public's assessment of schools in general?"

Conclusions:

(1) The people of Happy Valley-Goose Bay gave higher grades to the local schools than to schools elsewhere in the province.

(2) The people of Happy Valley-Goose Bay feel that schools and education today are better than when they went to school.

(3) The people of Happy Valley-Goose Bay feel that the high school education in this province today is better than the high school education before the Re-organized High School Program.

Research Question #3(b)

"What is the general public's assessment of certain aspects of administration, teaching and student life in Happy Valley-Goose Bay?"

Conclusions:

(1) The people of Happy Valley-Goose Bay have high levels of satisfaction with the schools' administration, teaching and student life. The highest level of satisfaction was given for the "the principals' leadership".

(2) The majority of the people of Happy Valley-Goose Bay are not satisfied with the aspects of their local school boards; namely "the extent to which the school boards keep the public informed about school board activities" and "the abilities of school boards to deal with current problems in education".

Research Question #3(c)

"What is the general public's assessment of the quality of, instruction in selected courses, programs, services and facilities in the schools in Happy Valley-Goose Bay?"

Conclusions:

(1) In response to most of the questions in all three sections of this research question, a large percentage of the respondents chose "don't know" as their assessment.

(2) The people of Happy Valley-Goose Bay are satisfied with the quality of instruction in all courses; however, the "French" courses received a higher level of dissatisfaction than any other course.

(3) The people of Happy Valley-Goose Bay are satisfied with the quality of the services and programs in place in their schools.

(4) The people of Happy Valley-Goose Bay are



satisfied with the quality of the facilities in the local schools; however, some concern was expressed with respect to the quality of the Computer Rooms and Science Labs.

(5) The people of Happy Valley-Goose Bay feel that the best feature of the local schools is "good teachers".

#### Research Question #4

"What improvements would the general public like to see in the elementary and secondary school systems in Happy Valley-Goose Bay?"

#### Conclusions:

(1) The people of Happy Valley-Goose Bay would like to see the local schools devote more attention in the following areas"

(a) "alcohol and drug related education."

(b) "the teaching of the basics."

(c) "computer education."

(d) "career counseling."

(e) "life skills."

(f) "sex education."

(g) "programs for the gifted and talented."

(2) The people of Happy Valley-Goose Bay feel that the local school boards need more money in order to

provide a high quality education for all students in Happy Valley-Goose Bay.

(3) The majority of the people of Happy Valley-Goose Bay agree with local school taxation.

(4) The people of Happy Valley-Goose Bay feel that "higher sales tax" is not a good method of raising money for education.

(5) The majority of the people of Happy Valley-Goose Bay would like to see some changes made to denominational system of education now in place. Over one-half of the respondents would like to see either one school board serve the educational needs of all students or an increase in sharing amongst the present boards.

(6) The people of Happy Valley-Goose Bay would like the present school system to expand and satisfy the educational needs of children of NATO personnel if a NATO Base is constructed in the area.

(7) Less than one-third of the people of Happy Valley-Goose Bay are willing to be members of a school decision-making body or school support group.

#### Research Question #5

"Are there differences in the general public's views by (a) age, (b) religious affiliation, (c) children in school, (d) school system, (e) level of

education, (f) length of residency, (g) being posted by employer, or (h) having Labrador Native Ancestry?"

Conclusions:

(1) The views of the general public significantly differed more between those with children in school and those without children in school.

(2) Within the other seven independent variables, no two groups consistently differed significantly. The other variables in the order of those with the greatest number of significant differences to the least number of significant differences were:

- (a) religious affiliation.
- (b) level of education.
- (c) posted by employer.
- (d) age.
- (e) considers oneself native.
- (f) school system.
- (g) length of residency.

Recommendations

The people of Happy Valley-Goose Bay showed high levels of satisfaction with the education systems in place in their community. However, there are no systems that can not be improved upon. Based upon the findings and the conclusions, the following

recommendations are presented to improve the education system for all students.

(1) Since the education system belongs to the people and is paid for by the people, and that there was a large percentage in this study who chose "don't know" to a large number of questions, both the local school boards and the schools should keep the general public better informed of their activities.

(2) Although there was a low level of dissatisfaction with the quality of instruction in most courses, those people responsible for the curriculum and the delivery of the same should further assess any dissatisfaction in this important area. As well, consideration should be given to placing more emphasis on and/or to include the following in the curriculum: alcohol and drug related education, teaching of the basics, computer education, career counseling, life skills, sex education, programs for the gifted and talented, and Labrador environmental issues.

(3) The Labrador native concerns should be addressed, even if only as optional courses. These include the teaching of Labrador History and Culture and the native languages of Labrador.

(4) There is a need for improving a number of facilities in the local schools, especially the Science Labs and Computer Rooms.

(5) More money needs to be put into educational funding to provide a higher quality of education for all students in Happy Valley-Goose Bay.

(6) Since the educational dollar is limited, and over one-half of the respondents in this study would like to see either one board serve the educational needs of all students or to increase the sharing amongst the local boards, a study needs to be conducted to determine the economic efficiency of the present system of education.

(7) Local school taxation must continue; however, more money has to come from the Provincial Government. The people of Happy Valley-Goose Bay do not want to see an increase in sales tax to support the cost of education.

(8) Parents and the general public in the Happy Valley-Goose Bay area need to become more involved in the educational process and to become members of the local school boards, Parent Teachers' Associations, and school committees.

(9) If the community expands as a result of a NATO base being established in the area, the present school system should be expanded to accommodate the educational needs of the children of NATO personnel.

(10) The local school boards should make an effort

to survey the general public's attitudes bi-annually to further assess the service in their area and to determine whether or not they have made any progress since the presentation of this study.

(11) The local schools should become involved in parent and student sampling to allow for an assessment of the service they are providing, and for valuable input into their decision making process.

In conclusion, this study has provided educators and educational decision makers with very valuable information. Parents and the general public in Happy Valley-Goose Bay have assessed the current education systems in the community and they have indicated the direction they would like to see the education systems head in the future. All those involved in making educational decisions and policies need to consider the results of this study; ignoring the demands of the consumers will undoubtedly question the sincerity of the decision makers and the policy makers in providing the best possible education for all students.

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Appendix A  
School Information

**SCHOOL NAME:** Goose High

**SCHOOL BOARD:** Labrador East Integrated

**SCHOOL LOCATION:** South Side

**STUDENT ENROLLMENT:** 385

**NUMBER OF TEACHERS:** 23

**PROGRAMS OFFERED:** Level I to level III  
Special Services (Work Experience)

**FACILITIES:** Physics/Chemistry Lab  
Biology Lab  
Library  
Home Economics Room  
Gymnasium  
Auditorium  
Music Room  
Computer Room

**SERVICES AVAILABLE:** Public Health Nurse  
Guidance  
Intramurals at lunchtime  
Varsity Sports  
Graduation Committee  
Student Council  
Ike Rich Drama Group  
French Club  
Instrumental Band  
School Choir

**SERVICES AVAILABLE** Peer Counseling  
**continued...** Young Mother's Group  
 Science Fair Group  
 School Newspaper

Information provided by: Mr. Max Butler,  
 Principal, 1988/89

**SCHOOL NAME:** Our Lady Queen of Peace  
**SCHOOL BOARD:** Labrador Roman Catholic  
**SCHOOL LOCATION:** Happy Valley  
**STUDENT ENROLLMENT:** 316  
**NUMBER OF TEACHERS:** 22  
**PROGRAMS OFFERED:** Kindergarten to Level III  
 Special Education  
 T. M. R.  
 Full high school program with the  
 exception of Geology, Earth  
 Science and Statistics  
**FACILITIES:** Fully equipped Science Lab  
 Library  
 Music Program  
 School Cafeteria  
 Home Economics Room  
 Art Room  
 Gym and stage

**FACILITIES cont'd:** Health Room  
Computer Room

**SERVICES AVAILABLE:** Public Health Nurse  
Guidance counseling  
Special Education  
School Band  
Drama Group  
Senior and Church Choir  
Varsity Sports at Junior and  
Senior Level

Information provided by: Mr. Henry Windeler,  
Principal, 1988/89

**SCHOOL NAME:** Peacock Elementary

**SCHOOL BOARD:** Labrador East Integrated

**SCHOOL LOCATION:** Happy Valley

**STUDENT ENROLLMENT:** 451

**NUMBER OF TEACHERS:** 30

**PROGRAMS OFFERRED:** Kindergarten to Grade VI, English  
Kindergarten to Grade IV,  
French Immersion  
Music  
Physical Education  
Core French  
Swimming & Skating



**Programs cont'd:** T. M. H.  
Resource Room Programming

**FACILITIES:** Library  
Gym

**SERVICES AVAILABLE:** Guidance  
Intramurals, Grades IV - VI  
Primary and Elementary Choirs  
French Club  
Gymnastics Club

Information provided by: Mrs. Bernice Hollett,  
Principal, 1988/89

**SCHOOL NAME:** Robert Leckie Intermediate

**SCHOOL BOARD:** Labrador East Integrated

**SCHOOL LOCATION:** Spruce Park

**STUDENT ENROLLMENT:** 272

**NUMBER OF TEACHERS:** 20 plus  $\frac{1}{2}$  unit

**PROGRAMS OFFERED:** Grades 7 to 9  
Enriched Math in all grades  
Special Education  
Daily Physical Education, Grade 7  
Art & Music Option, Grades 8 & 9  
Emotional Disturbed Unit  
Guidance Services  
Community College Pre-Vocational,  
Grade 7

**FACILITIES:** Science Lab  
Library  
Music Room  
Art Room  
Gymnasium  
French Room

**SERVICES AVAILABLE:** Guidance  
Library  
Intramurals  
Inter-school Competitions  
French Club  
Beginner & Intermediate Bands  
School Choir  
Singing Groups  
Science Fairs  
Student Council

Information provided by: Mr. Fred MacLean,  
Principal, 1988/89

**SCHOOL NAME:** St. Michaels

**SCHOOL BOARD:** Labrador Roman Catholic

**SCHOOL LOCATION:** South Side

**STUDENT ENROLLMENT:** 435

**NUMBER OF TEACHERS:** 28

**PROGRAMS OFFERED:** Kindergarten to Grade IX  
T. M. H.  
Enrichment Grades 1-3, 4-6, 7-9  
Instrumental Grades 7-9  
Pre-Vocational, Grade 9  
Special Education, Grades K-9  
Core French, Grades 1-9

**FACILITIES:** Science lab  
Library  
Art Room  
Gym  
Music Room  
French Rooms (2)  
Audio/Visual Room  
Special Education Rooms (2)

**SERVICES AVAILABLE:** Guidance  
Public Health Nurse  
Busses available for all day use  
Interschool Sports, Boys & Girls  
Student Council  
Student Newspaper  
Glee Clubs  
Choral Groups  
Drama  
Christmas & Spring Concerts

Information provided by: Mr. Doug Abbass,  
\* Principal, 1988/89

SCHOOL NAME:	Spruce Park Elementary
SCHOOL BOARD:	Labrador East Integrated
SCHOOL LOCATION:	Spruce Park
STUDENT ENROLLMENT:	120
NUMBER OF TEACHERS:	9 full-time, 2 part-time
PROGRAMS OFFERED:	Grades kindergarten to 6 Physical Education Music French Special Education ( remedial to gifted ) Library Guidance
FACILITIES:	Library Physical Education ( shared ) Music Room French Room Science Lab
SERVICES AVAILABLE:	Guidance Remedial Sports Computer Club

<b>SERVICES AVAILABLE</b>	Student Newspaper
<b>continued...</b>	Christmas and Spring Concerts
	Swim Team

Information provided by: Mr. Kevin Lane,  
Principal, 1988/89

**NOTE:** All the schools under the two local school boards  
share the services of a Speech Language  
Pathologist and Educational Psychologist.

APPENDIX B  
T VALUE and PROBABILITY

The following table gives the question number, original survey mean, re-survey mean, T value, degrees of freedom and the two-tail probability value. Any value for the two-tail probability less than 0.05 shows that there is a significant difference in the results between the original survey and the re-survey.

TABLE B-1

Column (1): question number

Column (2): original survey mean

Column (3): re-survey mean

Column (4): T value

Column (5): degrees of freedom

Column (6): two-tail probability value

(1)	(2)	(3)	(4)	(5)	(6)
1	1.0000	1.1053	-1.46	36	0.163
2.1	2.1579	2.2000	-0.17	37	0.870
2.2	1.1500	1.3000	-1.13	38	0.268
2.3	1.5000	1.4500	0.21	38	0.837
2.4	1.5500	1.8000	-0.99	38	0.329
2.5	1.8000	1.8500	-0.17	38	0.864
2.6	1.8000	1.8000	0.00	38	1.000
2.7	1.5500	1.8000	-1.09	38	0.285
2.8	1.8500	1.8000	0.20	38	0.843
2.9	1.4500	1.6500	-1.26	38	0.214
2.10	2.1000	1.9500	0.57	38	0.575
2.11	1.4000	1.6000	-1.26	38	0.216

Column (1): question number

Column (2): original survey mean

Column (3): re-survey mean

Column (4): T value

Column (5): degrees of freedom

Column (6): two-tail probability value

(1)	(2)	(3)	(4)	(5)	(6)
3.1	2.2000	2.0000	1.00	38	0.330
3.2	2.2105	2.5000	-0.82	37	0.419
3.3	2.2000	2.0500	1.02	38	0.312
3.4	1.8947	2.0000	-0.45	37	0.653
3.5	2.6316	2.2500	1.47	37	0.150
3.6	2.8421	2.5789	0.85	36	0.404
3.7	1.8000	2.0500	-1.21	38	0.234
3.8	1.9000	2.1500	-1.39	38	0.178
3.9	2.5500	2.3000	0.73	38	0.473
3.10	2.4000	2.7000	-0.75	38	0.459
3.11	1.9500	2.1000	-0.68	38	0.504
3.12	2.9500	2.7000	0.74	38	0.463
3.13	3.2000	3.0000	0.54	38	0.589
4.1	2.0000	2.1500	-0.77	38	0.451
4.2	1.9474	2.1500	-1.07	37	0.296
4.3	1.9474	2.0500	-0.44	37	0.661
4.4	2.2105	2.3000	-0.36	37	0.723
4.5	2.3000	2.2500	0.17	38	0.864



Column (1): question number

Column (2): original survey mean

Column (3): re-survey mean

Column (4): T value

Column (5): degrees of freedom

Column (6): two-tail probability value

(1)	(2)	(3)	(4)	(5)	(6)
4.6	2.2000	2.4000	-0.71	38	0.484
4.7	2.1500	2.2500	-0.33	38	0.741
4.8	2.6500	2.5500	0.27	38	0.787
4.9	2.2500	2.6500	-1.02	38	0.314
5.1	3.1000	3.0000	0.22	38	0.828
5.2	3.3500	3.2000	0.33	38	0.742
5.3	2.7000	2.4500	0.74	38	0.463
5.4	2.8947	2.6500	0.58	38	0.567
5.5	2.5000	2.4500	0.16	38	0.875
5.6	2.2500	2.2500	0.00	38	1.000
6.1	2.8500	2.9000	-0.14	38	0.891
6.2	2.7500	2.7500	0.00	38	1.000
6.3	3.2500	2.5000	2.14	38	0.039*
6.4	2.4000	2.5500	-0.40	38	0.692
6.5	3.0000	2.9000	0.24	38	0.811
7.a	3.4500	3.3000	0.32	38	0.753
7.b	2.8421	2.5263	0.82	36	0.420
8	2.3000	2.3000	0.00	38	1.000

Column (1): question number

Column (2): original survey mean

Column (3): re-survey mean

Column (4): T value

Column (5): degrees of freedom

Column (6): two-tail probability value

(1)	(2)	(3)	(4)	(5)	(6)
9	2.8500	2.6500	0.44	38	0.660
10.1	1.5789	1.6500	-0.34	37	0.734
10.2	1.9000	1.8500	0.21	38	0.838
10.3	2.2000	2.0500	0.53	38	0.598
10.4	1.8000	1.7000	0.42	38	0.676
10.5	1.5500	1.6500	-0.42	38	0.677
10.6	1.4500	1.5000	-0.28	38	0.780
10.7	1.4000	1.4000	0.00	38	1.000
10.8	1.5500	1.4500	0.57	38	0.575
10.9	1.5000	1.6500	-0.50	38	0.617
10.10	1.5000	1.7000	-1.00	38	0.324
11	2.0000	1.8000	0.60	37	0.553
12	1.4500	1.3500	0.42	38	0.677
13	2.0000	2.0000	0.00	38	1.000
14	2.3333	2.5000	-0.74	36	0.487
15	3.3000	2.9500	0.97	38	0.337
16.1	1.2000	1.1250	0.32	11	0.760
16.2	1.2000	1.0000	1.00	11	0.374

Column (1): question number

Column (2): original survey mean

Column (3): re-survey mean

Column (4): T value

Column (5): degrees of freedom

Column (6): two-tail probability value

(1)	(2)	(3)	(4)	(5)	(6)
16.3	1.0000	1.0000	-	11	-
16.4	1.8000	1.3750	1.57	11	0.149
16.5	1.8000	1.6250	0.65	11	0.534
17	1.1053	1.1000	0.05	37	0.958
18.1	2.0000	2.0000	0.00	33	1.000
18.2	1.8889	1.7647	0.42	33	0.674
18.3	2.0000	1.9412	0.20	33	0.842

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"-" means can not be mathematically calculated.

"\*" means significant difference.

## APPENDIX C

PEARSON PRODUCT CORRELATION COEFFICIENT and PROBABILITY

The following table gives the question number, the Pearson product correlation coefficient, and the probability of a statistically significant relationship. Thus if the correlation is positive, then it means that the responses on the survey and re-survey are in the same direction; if the correlation is negative, then the responses on the survey and re-survey are in opposite directions. A value for the probability less than 0.05 means that there is a statistically significant relationship between the responses on the survey with the re-survey.

TABLE C-1

**Column (1):** question number

**Column (2):** Pearson product correlation coefficient

**Column (3):** Probability of statistically significant relationship

(1)	(2)	(3)	(1)	(2)	(3)
1	-	-	2.8	0.7260	0.000
2.1	0.8890	0.000	2.9	0.4530	0.022
2.2	0.3361	0.074	2.10	0.9199	0.000
2.3	0.3815	0.048	2.11	0.2500	0.144
2.4	0.6585	0.001	3.1	-	-
2.5	0.7924	0.000	3.2	0.3500	0.071
2.6	0.6974	0.000	3.3	0.4523	0.022
2.7	0.7174	0.000	3.4	0.3332	0.082

**Column (1):** question number

**Column (2):** Pearson product correlation coefficient

**Column (3):** Probability of statistically significant  
relationship

(1)	(2)	(3)	(1)	(2)	(3)
3.5	0.2101	0.194	5.3	0.3107	0.091
3.6	0.5914	0.004	5.4	0.6073	0.003
3.7	0.2916	0.106	5.5	0.3505	0.065
3.8	0.0688	0.387	5.6	0.3943	0.043
3.9	0.7541	0.000	6.1	0.7868	0.000
3.10	0.3863	0.046	6.2	0.5136	0.010
3.11	0.1331	0.288	6.3	0.1524	0.261
3.12	0.4498	0.023	6.4	0.5120	0.011
3.13	0.8327	0.000	6.5	0.6387	0.001
4.1	0.1996	0.199	7.a	0.8996	0.000
4.2	0.0315	0.449	7.b	0.8567	0.000
4.3	0.2403	0.161	8	0.9359	0.000
4.4	0.0925	0.353	9	0.3378	0.073
4.5	0.1678	0.240	10.1	0.5258	0.010
4.6	0.2592	0.135	10.2	0.7089	0.000
4.7	0.7415	0.000	10.3	0.7448	0.000
4.8	0.8552	0.000	10.4	0.4491	0.023
4.9	0.6795	0.000	10.5	-0.1070	0.327
5.1	0.9130	0.000	10.6	0.7634	0.000
5.2	0.6109	0.002	10.7	0.6651	0.001

Column (1): question number

Column (2): Pearson product correlation coefficient

Column (3): Probability of statistically significant  
relationship

(1)	(2)	(3)	(1)	(2)	(3)
10.8	0.6905	0.000	16.1	-	-
10.9	0.4496	0.023	16.2	-	-
10.10	0.1400	0.278	16.3	-	-
11	0.3960	0.047	16.4	1.0000	-
12	0.8234	0.000	16.5	1.0000	-
13	0.7222	0.000	17	1.0000	-
14	0.7980	0.000	18.1	0.8402	0.000
15	0.4649	0.019	18.2	0.7914	0.000
			18.3	0.5833	0.007

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"-" means can not be mathematically computed.

APPENDIX D

LETTERS TO SAMPLE MEMBERS AND QUESTIONNAIRE



P. O. Box 656, Stn. C  
Happy Valley-Goose Bay, LB  
AOP 1C0  
February, 1989

Dear Citizen of Happy Valley-Goose Bay,

I am a graduate student from Happy Valley-Goose Bay working on my Master's Degree from Memorial University. As a part of my studies, I am doing a survey of the general public's attitudes toward education in our town.

The two local school boards in our town, Labrador East Integrated School Board and the Labrador Roman Catholic School Board, are interested in the views of the general public concerning the education of our youth. They feel that the results of this survey may be one tool used to assist educators and school boards in determining local educational priorities.

As a citizen, you may not have had the opportunity to express any concerns or ideas about the current status of education in Happy Valley-Goose Bay; however, this survey will give you the opportunity. You may not have any children in school, nor have any connection with the school, but since you are a taxpayer, paying for education, you have a right to have your views known.

Your name has been randomly selected from a list of citizens, 18 years of age and over; and for the results of this survey to be valid, your reply is important. This survey will take you between 15 and 20 minutes to complete and your responses will be kept **strictly confidential**.

The individual who delivered this survey will give you a call in a couple of days to make arrangements to pick up the completed survey. To ensure that nobody sees your responses, place the completed survey in the envelope supplied and seal. Please do not remove or cover up your name or survey number on the envelope since I will have to check your name off on the list of people taking part in the survey. Once your name is checked off my list, I will remove the address label with your name and number from the envelope, before opening yours, or any other surveys. The name and number has to be left on the envelope since I will have to contact people who do not return the survey.

As already mentioned, your reply is important to ensure that the survey results are accurate; and as well, so that I may be able to successfully complete this major piece of research for my Master of Education Degree.

Thank you very much for your time and assistance.

Yours truly,

Blaine Hardiman



519.

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Box 430, Stn C, Happy Valley - Goose Bay, Labrador, NF, AOP 1C0  
Telephone (709) 896-2431

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February, 1989

Dear Respondent,

The Labrador East Integrated School Board and the Labrador Roman Catholic School Board are very interested in knowing your concerns about the education system in Happy Valley-Goose Bay and suggestions for ways in which to improve the system. In order to accomplish this, we need your input as to what changes you feel could be made to improve the overall educational process.

We support Mr. Blaine Hardiman, a local teacher, in an effort to gather this information. Since this is a limited survey based on the methods of public opinion polling, it is very important that we receive a response from each person selected to respond.

We thank you in advance for the time and effort required to complete the survey. Your response will be of great benefit to both Mr. Hardiman and our local school boards.

Yours truly,

Jack Wayne, Superintendent,  
Labrador East Integrated School Board

Gerry Butler, Assistant Superintendent,  
Labrador Roman Catholic School Board

Roman Catholic School Board, Labrador

Commission Scolaire Catholique Romaine du Labrador  
Kanakatuapapak Newu Eski-tshiskutamashunanuned Nte Labrador



**PUBLIC ATTITUDES TOWARD EDUCATION  
IN HAPPY VALLEY-GOOSE BAY.**

**INSTRUCTIONS AND COMMENTS**

In answering each question, please remember that there are no right or wrong answers and that your responses tell how you feel about the issue asked. All your responses on this questionnaire will be kept **strictly confidential** and you are asked not to sign your name.

To answer each question or part of a question, circle the number of your choice. A sample question is done for you.

**SAMPLE QUESTION**

S. To what extent do you agree or disagree with the following statement?

	<u><b>STRONGLY AGREE</b></u>	<u><b>AGREE</b></u>	<u><b>DISAGREE</b></u>	<u><b>STRONGLY DISAGREE</b></u>	<u><b>DON'T KNOW</b></u>
Winter sports are better than summer sports.....	①	2	3	4	5

The person answering this question circled number 1 because he/she strongly agrees that winter sports are better than summer sports.

**NOTE:** At the end of the questionnaire there is space provided for you to add additional comments or to raise any concerns you have with the local educational system that are not addressed by this survey.

1. In your opinion, how important is a good education to one's success in the future? [ Circle one number.]

Very important.....1  
 Important.....2  
 Not very important .....3  
 Not at all important.....4  
 Don't know.....5

2. Listed below are some possible goals of education. I would like you to give me your opinion on the level of importance of each goal. [ Circle one number for each statement.]

	<u>VERY</u> <u>IMPORTANT</u>	<u>IMPORTANT</u>	<u>NOT VERY</u> <u>IMPORTANT</u>	<u>NOT AT ALL</u> <u>IMPORTANT</u>	<u>DON'T</u> <u>KNOW</u>
To help students understand Christian Principles.....1	2	3	4	5	
To develop skills of reading, writing, and mathematics.....1	2	3	4	5	
To teach students to examine and use information.....1	2	3	4	5	
To help students practise and understand the ideas of health and safety.....1	2	3	4	5	
To help students appreciate their privileges and responsibilities as members of their families.....1	2	3	4	5	
To develop good citizenship.....1	2	3	4	5	
To encourage respect for law and order.....1	2	3	4	5	
To help students overcome personal problems.....1	2	3	4	5	
To develop respect for and understanding of other races, religions, nations and cultures....1	2	3	4	5	
To help students learn how to make good use of their leisure time.....1	2	3	4	5	
To help prepare students for adult working life.....1	2	3	4	5	

3. To what extent are you satisfied or dissatisfied with each of the following in the schools in Happy Valley-Goose Bay? [ Circle one number for each statement.]

	<u>VERY</u> <u>SATISFIED</u>	<u>SATISFIED</u>	<u>DISSATISFIED</u>	<u>VERY</u> <u>DISSATISFIED</u>	<u>DON'T</u> <u>KNOW</u>
The quality of teaching.....1	2	3	4	5	
The interest that teachers show towards the welfare of individual students.....1	2	3	4	5	
The quality of work teachers expect from students.....1	2	3	4	5	
The principals' leadership.....1	2	3	4	5	
The discipline in the schools..1	2	3	4	5	
Parental involvement in school..1	2	3	4	5	
The information schools give parents about their children's progress.....1	2	3	4	5	
Monitoring of homework and other written work by teachers..1	2	3	4	5	
Promotion of student self-confidence and satisfaction by teachers.....1	2	3	4	5	
The extent to which schools encourage <b>all</b> students to stay in school until they graduate..1	2	3	4	5	
The extent to which individual schools keep the public informed about school activities.....1	2	3	4	5	
The extent to which the school boards keep the public informed about school board activities..1	2	3	4	5	
The abilities of school boards to deal with current problems in education.....1	2	3	4	5	

4. Listed below are courses that are most often identified as being the ones which a good education should be built around. To what extent are you satisfied or dissatisfied with the quality of instruction in these courses in the local schools? [ Circle one number for each statement.]

	<u>VERY</u> <u>SATISFIED</u>	<u>SATISFIED</u>	<u>DISSATISFIED</u>	<u>VERY</u> <u>DISSATISFIED</u>	<u>DON'T</u> <u>KNOW</u>
English Language (Writing).....1		2	3	4	5
English Literature (Reading)...1		2	3	4	5
Mathematics.....1		2	3	4	5
Science(s).....1		2	3	4	5
Social Studies.....1		2	3	4	5
Religion.....1		2	3	4	5
Health and Physical Education..1		2	3	4	5
French.....1		2	3	4	5
Art and Music.....1		2	3	4	5

5. To what extent are you satisfied or dissatisfied with the quality of the following programs and services in the schools in Happy Valley-Goose Bay? [ Circle one number for each statement.]

	<u>VERY</u> <u>SATISFIED</u>	<u>SATISFIED</u>	<u>DISSATISFIED</u>	<u>VERY</u> <u>DISSATISFIED</u>	<u>DON'T</u> <u>KNOW</u>
Special Education Programs.....1		2	3	4	5
French Immersion.....1		2	3	4	5
Library Services.....1		2	3	4	5
Guidance Services.....1		2	3	4	5
Bus transportation.....1		2	3	4	5
Extracurricular programs (e.g. sports teams, drama clubs, etc.).....1		2	3	4	5

6. To what extent are you satisfied or dissatisfied with the quality of the following facilities in the schools in Happy Valley-Goose Bay? [ Circle one number for each statement.]

	<u>VERY</u> <u>SATISFIED</u>	<u>SATISFIED</u>	<u>DISSATISFIED</u>	<u>VERY</u> <u>DISSATISFIED</u>	<u>DON'T</u> <u>KNOW</u>
Science Labs.....1		2	3	4	5
Music Rooms.....1		2	3	4	5
Computer Rooms.....1		2	3	4	5
Gymnasiums.....1		2	3	4	5
Home Economics Rooms.....1		2	3	4	5

7. Students are often given the grades A, B, C, D, and Fail to show the quality of their work. Suppose the schools themselves were to be graded, what grade would you give to: [ Circle one number for each statement.]

- a. The schools in this Province?

A.....1	
B.....2	
C.....3	
D.....4	
Fail.....5	
Don't know.....6	

- b. The schools in Happy Valley-Goose Bay?

A.....1	
B.....2	
C.....3	
D.....4	
Fail.....5	
Don't know.....6	

8. Comparing elementary and high schools of today with those that were available when you went to school (whether in Happy Valley-Goose Bay or not), would you say that education and schools are now: [ Circle one number.]

Much improved.....1	
Somewhat improved.....2	
About the same.....3	
Somewhat worse.....4	
Much worse.....5	
Don't know.....6	

9. Within the last decade, one major development in education in this Province was the re-organization of the High School Program. How would you compare today's high school education with the high school education before re-organization? [ Circle one number.]

Much improved.....1  
 Somewhat improved.....2  
 About the same.....3  
 Somewhat worse.....4  
 Much worse.....5  
 Don't know.....6

10. Listed below are areas in which some people in Happy Valley-Goose Bay say that schools should devote more attention. Would you please indicate whether you feel the schools should devote more attention, about the same amount of attention as now, or less attention to each area? [ Circle one number for each statement.]

	<u>MORE</u> <u>ATTENTION</u>	<u>SAME</u> <u>ATTENTION</u>	<u>LESS</u> <u>ATTENTION</u>	<u>DON'T</u> <u>KNOW</u>
The teaching of the basics - Reading, Writing and Mathematics.....1		2	3	4
Labrador History and Culture.....1		2	3	4
Native Languages of Labrador.....1		2	3	4
Labrador Environmental Issues.....1		2	3	4
Life Skills (e.g. teaching students to overcome personal problems, to get along with classmates, etc. ).....1		2	3	4
Sex Education.....1		2	3	4
Alcohol and Drug Related Education.....1		2	3	4
Computer Education.....1		2	3	4
Programs for the Gifted and Talented.....1		2	3	4
Career Counseling.....1		2	3	4

11. Which of the following, in your opinion, is the **best** feature of schools in Happy Valley-Goose Bay? [ Circle one number.]

Good curriculum.....1  
 Good teachers.....2  
 Good buildings and facilities.....3  
 Good extracurricular activities.....4  
 Other, please specify.....5



12. Do you think that the local school boards need more money in order to provide a high quality education for **all** students in Happy Valley-Goose Bay?  
[ Circle one number.]

Yes.....1  
No.....2  
Don't know.....3

13. At the present time, approximately 5 percent of the total cost of elementary and high school education in Newfoundland and Labrador is provided from local taxation collected by the school tax authority. Do you feel this local tax should be: [ Circle one number.]

Kept as it is.....1  
Kept and increased.....2  
Kept and reduced.....3  
Not kept at all - the Provincial Government should pay the full cost.....4

14. IF the Provincial Government is "forced" to find a means of raising additional money for education, which of the following would be **best**?  
[ Circle one number.]

Higher sales tax.....1  
Higher income tax.....2  
Other, please specify.....3

15. Happy Valley-Goose Bay, as elsewhere in this Province, has a denominational system of education, which means that schools are organized according to religious denominations. In your opinion, should this system be kept, or should it be changed? Which one of the following **best** represents your view?  
[ Circle one number.]

Keep denominational system as present.....1  
Give other denominations the right to have their own schools in addition to the Integrated and Roman Catholic.....2  
Have the two local schools boards increase the sharing of schools, facilities and services (e.g. bursing, specialist personnel, etc. ).....3  
Have **one** school board serve all the children in the local area...4  
Don't know.....5

If you circled number 3 in question 15, answer question 16. If you did not circle number 3 in question 15, move on to question 17.

16. Which of the following should the two school boards share? [ Circle one number for each statement.]

	<u>YES</u>	<u>NO</u>
Bussing.....	1	2
Specialist Personnel (e.g. program coordinators, guidance counselors, etc.).....	1	2
Equipment and facilities.....	1	2
Purchasing of materials and supplies (e.g. heating oil, paper, etc.)...	1	2
One of the school boards operate K-6 schools, and the second board operate 7-12 schools.....	1	2

17. If the community expands as a result of a NATO base being established in the area, then...[ Circle one number.]

The present school system should be expanded to satisfy the needs of children of NATO personnel.....1

A separate school should be constructed for children of NATO personnel.....2

18. In the future, would you be willing to be a member of the following: [ Circle one number for each statement.]

	<u>YES</u>	<u>NO</u>	<u>UNSURE</u>
School Board.....	1	2	3
Parent Teachers Association.....	1	2	3
Local School Committee.....	1	2	3

### PERSONAL BACKGROUND

Now, I need to know some background information about you. REMEMBER, all the information that you give me will be kept **strictly confidential**.

1. What is your age? [ Circle one number.]

18 to 27.....	1
28 to 37.....	2
38 to 47.....	3
48 to 57.....	4
58 to 67.....	5
over 67.....	6

2. What is your religious affiliation? [ Circle one number.]

One of the denominations of Integration (Anglican, Moravian, Presbyterian, Salvation Army, United Church).....	1
Roman Catholic.....	2
Pentecostal Assemblies.....	3
Other.....	4

3. Do you have, or have you in the past three years had children in school in Happy Valley-Goose Bay? [ Circle one number.]

Yes.....	1
No.....	2

If Yes, in which system? [ Circle one number.]

Both Systems.....	1
Integrated System.....	2
Roman Catholic System.....	3

4. What is your highest level of education? [ Circle one number.]

Some schooling, up to grade 9.....	1
Some high school.....	2
Completed high school.....	3
Some post secondary study (university or college).....	4
Trades, technical or nursing training.....	5
University graduation.....	6

5. How long have you lived in Happy Valley-Goose Bay? [ Circle one number. ]

Less than one year.....	1
Between one and four years.....	2
Between five and ten years.....	3
More than ten years.....	4

6. Have you been posted in Happy Valley-Goose Bay for a definite period of time by your employer? [ Circle one number. ]

Yes.....1

No. .... 2

7. Would you consider yourself to be either Innu, Inuit or Metis? [ Circle one number.]

Yes.....1

No. 2

ADDITIONAL COMMENTS

Do you have anything else to add concerning the school system in Happy Valley-Goose Bay?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

THIS IS THE END OF THE QUESTIONNAIRE.

THANK YOU VERY MUCH FOR YOUR ASSISTANCE.







